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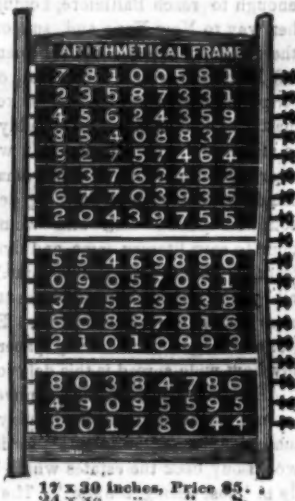
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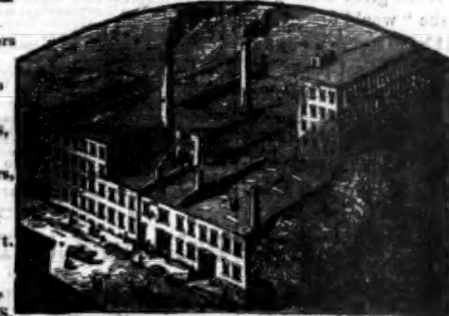
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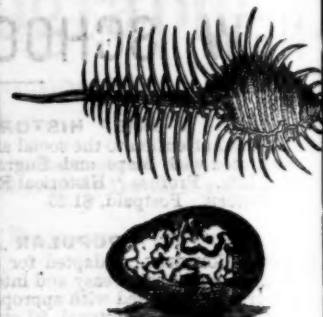
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New York, September 3, 1881.

WE must bear in mind that the ultimate end of education is not a perfection in the accomplishments of the school, but fitness for life, not the acquirement of habits of blind obedience and of prescribed diligence, but a preparation for independent action. We must bear in mind that whatever class of society a pupil may belong to, whatever calling he may be intended for, there are certain faculties in human nature common to all which constitute the stock of the fundamental energies of man.—PESTALOZZI.

It is one of the wonders to those who are real students to see how one of far less attainments does more work and good than they. He speaks at a meeting of teachers

frequently, and you do not feel that he presents a deep truth at all, and yet all listen eagerly. He certainly has a hold on his audience. You watch to see the secret of his power, for you see he has it. It finally dawns on you that he is in earnest to use his one talent. You have been so lazy with yours that at last no one expects anything of you. Thus we have principals of schools supposed to be talented men, but who do nothing to direct educational thought.

Overworking the Undeveloped Brain.

The excessive use of an immature organ arrests its development by diverting the energy which should be appropriated to its growth, and consuming it in work. What happens to horses which are allowed to run races too early happens to boys and girls who are overworked at school. The competitive system as applied to youths has produced a most ruinous effect on the mental constitution which this generation has to hand down to the next, and particularly the next-but-one ensuing.

School work should be purely and exclusively directed to development. "Cramming" the young for examination purposes is like compelling an infant in arms to sit up before the muscles of its back are strong enough to support it in the upright position, or to sustain the weight of its body on its legs by standing while as yet the limbs are unable to bear the burden imposed on them. A crooked spine or weak or contorted legs is the inevitable penalty of such folly. Another blunder is committed when one of the organs of the body—to wit, the brain—is worked at the expense of other parts of the organism, in face of the fact that the measure of general health is proportioned to the integrity of development, and the functional activity of the body as a whole in the harmony of its component systems. No one organ can be developed at the expense of the rest without a corresponding weakening of the whole.—Lancet.

Opening the Schools.

Practically, the school year begins in September. At this moment millions of children are to be seen wending their way along the city streets, along the highway in the country towards the school-room. Hundreds of thousands of teachers will welcome them. Certainly one cannot but be filled with deep emotion when he contemplates the scene. For the occasion is furnished for exerting an influence that will last forever.

What faith there is in the school. Could we by some magic means see this immense army of children on their way, we should comprehend more clearly the expectant feeling in the minds of the parents. They feel that they can part with their precious children because the teacher will do them a greater good.

What inadequate preparation has been made by many communities! Neglected, unsightly buildings; neglected and unsight-

ly furniture. These things produce lasting impressions. One generation accustomed to such a scene, thinks it good enough for the next. Uncomfortable seats, no apparatus, no attractive features are the rule.

There is no advance on the past. As the teaching was last year, so it will be this year. There was a young untried person in the teacher's place last year, and there is another of the same sort this year. The routine of classes in reading, etc., pursues its round. The activity demanded by childhood is suppressed; there soon settled down on the children a stupor just such as preceded last vacation.

The teacher deals with the facts of arithmetic, etc., but omits the facts of life. The children learn to recite the words in their books, but they learn nothing of nature, nothing of science, nothing of what is close at hand. Let us not undervalue the brave and conscientious teachers in our land, but let us ask, Have they a stock of general knowledge? Bits of biography and history, facts about cities, events, a knowledge of authors and inventors, a comprehension of the way in which the world's work is carried on—how these brighten the pupil's path!

The work in the schools is too often not in accordance with the principles of education. The course of study is followed closely, there are questions and answers, but queerly enough no educational processes. The power teach lies in the teacher—not in the thing learned. Skill devises a way in which a piece of glass shall make an invisible thing to be clearly seen. Skill, we say, does this; it is skill in the teacher that teaches.

The Educational Platform.

It is estimated that 75,000 teachers will have assembled this summer in their counties at institutes and conferences. More have assembled this year than ever before. They must remain together from one to twelve weeks and separate. Undoubtedly much real good will result to the schools; these gatherings indicate progress. But for want of a definite plan our progress is not what it might be. There must be a plan. That plan must have for its main object the elevation of the teacher. As it now stands, there is little encouragement for him to make a long and careful preparation for his important duties. He feels this too keenly. Yet it is plain that only those who have made this preparation should be allowed to teach. The candid teacher admits this. Here is a dilemma. It will not pay to make professional preparation; none but those who have had it should teach.

We believe the solution lies with the teachers themselves. It seems much like the situation at the close of the Revolutionary War. Freedom was gained, but there was too much freedom; by strenuous exertions, by argument and debate the people finally limited their powers. This must be attempted now in respect to education. A process of limitation is really in progress.

The teacher must comprehend the situation. A survey of the field leads to the belief that if the foundation principles were discussed, decided action would be taken. Let us state some of these principles.

1. The teachers of each county should obtain legal powers like the churches, and meet and organize. The main object should be to advance themselves in the science and art of teaching, and hence they should found a county educational school. The directors of this might be those in the county who hold life certificates from State Supt., Normal School, etc., the County Supt. being a director *ex officio*. Those who wish to teach should be put into this county educational school and by it be prepared. It would conduct a preparatory course and give diplomas good for one year to those who frequent it. It should know the condition of education in every part of the county. It should make a report annually to the State Supt.

2. These County Educational Associations should choose delegates to a State Association which should meet annually at least. These delegates should, we think, hold life certificates and be actually teaching.

3. The State Association should choose State Directors of Education who should have the oversight of the State Normal Schools (State Educational Schools.) It should arrange one year courses in them for those who want diplomas good, for two or three years. It should know the condition of education in every part of the State and make an annual report to the Legislature.

In this plan the teachers would have thrown on them the task of preparing teachers. Who shall determine the teacher's qualifications? Some lawyer who cannot get enough of law practice to make a living? Some doctor whose patients are few and far between? Some politician who is too lazy to work? There are many of this class who will not favor any plan like the above.

And it will be objected that the teachers would perform their work in a crude manner. No doubt. But they could learn by experience. They would make mistakes, they would undoubtedly exhibit self-conceit, self-sufficiency, and, perhaps, still larger faults. But what of that? The educational people should oversee education.

Let us, then, aim at this needed change. Let us begin in this Empire State to think of these things. Let us think of advancing education, of planting it on a higher and better ground than it has been on.

TEACHERS of the young children cannot be too often reminded that things which are very clear to them may not be so clear to their scholars. To the child just beginning to attend Sunday-school every unusual expression is a puzzle. "Why is Palestine called the Holy Land?" asked a little girl of her teacher the other day. "Is it because there is no sin there?" That was a very natural interpretation to put upon the expression. Yet the reason why Palestine is called the Holy Land was so evident to the teacher that she had used the phrase over and over again without thinking that it was necessary to explain it. Teachers of primary classes are more apt to err in giving too few, than in giving too many, explanations. Are you quite sure that your scholars understand all the common expressions which you use.—*S. S. Times*.

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THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

Lessons in History.

For the Primary Class.

The great outlines of history must first be given; to these the more important particulars must be added by slow degrees. History must first appear to the child in the form of a story; it must be invested with interest. Let the teacher begin with the history of his own country.

Children, I will tell you about our country. It was once inhabited by Indians. Here is a picture of one. They lived in the forests—the woods, for the country there was all covered with trees and bushes. There were no towns, no cities, no railroads, all dense woods. There was a man in Europe by the name of Christopher Columbus who believed there was a great country here, while all of the others did not. This was a long time ago—about 400 years ago. He got three small ships and some men and sailed out on the ocean to find out if there was a country here. After sailing a long time he came to the land. Then he went back and told the others and they come over—a great many of them. Your grandfather perhaps, or your grandfather's father, or grandfather came, and the trees were cut down and cities were built. They fought with the Indians, and had many battles with the English who wanted to rule the country. At last, the English took away their armies and we have had peace since. The Americans have been very busy in building railroads and schools and putting up factories and all such things. You are an American and so am I—because we live in America. On some other day I will tell you some more about our country.

Now I will ask you some questions. Who discovered America? etc., etc.

Here the great outline is given. It would be unwise to say who Columbus was, and that Isabella sent him and that he landed on an island, etc., etc. Put in the great line first, by slow and gradual efforts add the lesser features.

For the SCHOOL JOURNAL.

Lessons in Drawing.

For the Primary Class.

The great difficulty in teaching Drawing is that the teacher cannot draw. This deficiency must be removed as soon as possible. But this is not the place to teach the teacher to draw, but rather to show how drawing must be taught.

We propose to begin with objects, for this is the only way; drawing from copies is only copying at the best, it is of some help it is true, but only when interspersed with real drawing. Let the teacher get a cube, say one foot square, a box covered with white paper, so that it will reflect the light, will answer. Place it on a stand say three feet in height; this may be made by any carpenter with three legs so as to fold up when not in use. Let the pupils first use slates. Some of the following exercises should be given; it will take a long time to master them; five or ten minutes each day is enough.

1. Let the teacher stand at the black-board and draw perpendicular lines and let the pupils draw them on their slates—one inch in length. Now walk about and see that the pencils are long, sharp, correctly held and that the lines are fine and even and truly made.

2. Let the teacher stand at the black-board and draw horizontal lines one inch in length. Suggestions and cautions as above.

3. Let the teacher stand at the blackboard and draw right oblique lines (slanting from the right to the left) one inch in length. Suggestions and cautions as above.

4. Let the teacher stand at the blackboard and draw left-oblique lines (slanting from the left to the right) one inch in length. Suggestions and cautions as above.

The pupils should have a cheap measure of some kind, and apply it to see that the line is an inch in length.

5. Draw lines one half inch in length.

6. Draw lines one and one half inches in length.

7. Draw curves (an inch from point to point) curving to the right.

8. Draw curves curving to the left.

9. Draw curves curving upwards.

10. Draw curves curving downwards.

The lines will be drawn at first from right to left because this is the easier. Next teach to draw from left to right.

Let it be clearly understood that these are exercises;

that they are to train the pupil's hand; that they are not to be continued so as to tire him, or disgust him. Aim at accuracy, truthness, neatness, cleanness of line. See that the body is in a good position, that the pencil is properly held.

The best way is to begin with number 1 at each lesson then seeing it is pretty well done by passing around, call out "No. 2" and still passing around, look at the slates and say "keep the ends even," "draw them parallel," "a light line," etc., in a tone loud enough to be distinctly heard all over the room. Then call out "No. 2 right to left," and let them draw these one minute, while you pass about, then call out "No. 3" and let them draw their exercises one minute. Then pause, commend all who have taken pains.

The cube being mounted on the tripod-stand, go back among the pupils and with a blackboard (a small light one can be set up for the time) before you show how the drawing is to be done. Take a ruler or a pencil and hold it out at arms length and measure by shutting one eye, (having the top of the pencil coincide with the top of the line and then sliding the thumb down to coincide with the bottom), (1) the height of the perpendicular line nearest to you—mark this on the blackboard of the same length, (2) measure the height of the other perpendicular lines and mark them on the blackboard, (3) measure the distance of the perpendicular lines from each other by the horizontal lines and put them in. (4) Finish up the figure. Having done this while the pupils were looking at you, then say "now we will all try it." Erase the figure and tell them (1) to measure the perpendicular line nearest and put it on their slates. Show them by doing it on the blackboard. (2) Let them measure the other perpendicular lines. Show them by doing it on the blackboard. (3) Measure the distance of the perpendicular lines for each other by the horizontal lines. Show how it is done on the blackboard. Pass around and see if they have caught the idea. Probably one fourth will; say a few encouraging words and close the lesson.

Never tire them out or scold them, for it will disgust them with drawing.

For the SCHOOL JOURNAL.

Lessons in Science.

(Let the teacher have a large tin pan, a pitcher of water, and a large glass tumbler.)

To-day I shall show you a pretty experiment. Watch all that I do, for I shall ask you some questions, and beside you will want to do it at home. I will put the pan on a chair so all can see. Now I turn the tumbler upside down and now I pour in the water. Do you think the water goes up in the tumbler? Look and see. Does it? What, do you say, John, your eyes are good? "No." That is right; the water does not go up in the tumbler. Why not? Because there is air there.

(It will add to the pleasure if the teacher has a bee under a toy-tumbler standing on a small thin board. Put this in the pan. Put over it the large tumbler and pour in water. If a mouse in a small cage can be got, it is still better, or a bird.)

How to Secure Obedience.

You cannot get it by demanding or claiming it; by declaring that you will have it; or even by explaining to your scholars how useful and indispensable it is. Obedience is a habit, and must be learned like other habits, rather by practice than by theory; by being orderly, not by talking about order.

There are some things on which it is well to draw out the intelligence and sympathies of a child, and to make him understand the full reason and motive of what you do. But on this point, I would not, except upon rare and special occasions, enter into any discussions, or offer any explanations. All entreaty—"Now do give me your attention;"—all self assertions—"I will have order;"—all treats—"If you don't attend to me I will punish you," are in themselves signs of weakness. They beget and propagate disobedience; they never really correct it. All noise and shouting aggravate the evil, and utterly fail to produce more than a temporary lull at best.

"He who in quest of silence 'silence' hoots,
Is apt to make the hubbub he imputes."

All talk about discipline in a school is in fact mischievous. To say "I ought to be obeyed" is to assume that a

child's knowledge is to be the measure of his obedience, to invite him to discuss the grounds of your authority, perhaps to dispute it. A nation, we know, is in an abnormal state while its members are debating the rights of man or the fundamental principles of government. There should be underlying all movements and political activity, a settled respect for law and a feeling that law once made must be obeyed. So no family life of a right kind is possible if the members treat the authority of the parent as an open question.

The duty of obeying is not so much a thing to be learned *per se*. It must be learned before the learning of anything else becomes possible. It is like food or air in relation to our bodily lives; not a thing to be sought for and possessed for itself, but an antecedent condition, without which all other possessions become impossible. So it is not well in laying down a school rule to say anything about the penalty which will fall upon those who transgress it. Show that you do not expect transgression; and then, if it comes, treat it—as far as you can with perfect candor and honesty do so—as something which surprises and disappoints you, and for which you must apply some remedy rather for the scholar's sake than your own.

Now, the first way to secure obedience to commands is to make every rule and regulation you lay down the subject of careful previous thought. Determine on the best course, and be sure you are right. Then you will gain confidence in yourself, and without such confidence authority is impossible. Be sure that if you have any secret misgivings as to the wisdom of the order you give, or as to your own power ultimately to enforce it, that misgiving will reveal itself in some subtle way, and your order will not be obeyed.

And when rules and orders descend to details, your supervision should be so perfect that you will certainly know whether in all these details the orders have been obeyed or not. Unless you can make arrangements for detecting a breach of law with certainty, do not lay down a law at all. It may be replied to this, that an attitude of habitual suspicion is not favorable to the cultivation of self-respect in a scholar; and that you want often to trust him, and show you rely on his honor. True. The development of the conscience and of the sentiment of honor is one of your highest duties; but in cases where you can safely appeal to the sense of honor, it is not a command which is wanted, but a wish, a principle, a request. You explain that a certain course of action is right or desirable or honorable in itself; and you say to your scholar, "Now I think you see what I mean; I shall trust you to do it." That is, your part in some degree with your own prerogative as a governor, and invite him to take a share in his self-government. But you do not put your wishes into the form of a command in this case. Commands are for those in whom the capacity for self-command is imperfectly developed; and in their case vigilance does not imply suspicion; it is for them absolutely deedful to know that when you say a thing it has to be done, you mean for certain to know whether it is done or not. Involuntary and mechanical obedience has to be learned first; the habit of conscious, voluntary, rational obedience will come by slow degrees.—From J. G. FROST'S *Lectures*.

For the SCHOOL JOURNAL.

Talks with Pupils.

HELPING THE TEACHER.

We are all here in such good order that I want to have a nice little chat with you. I want to have the best school ever heard of, and if you will help, every one of you, we can do it. Are you all willing to help? Of course you are. Now, how shall we become a good school? I will tell you. The school must be made like those persons we like best.

This morning I saw Maggie on her way to school; with her was Jennie—they are great friends. Why does Maggie like Jennie so well? Well, one reason is that she is so neat. She always comes with clean clothes, clean hands, clean shoes. Then, another is that she is kind; we love those who are kind. Then she thinks of other persons beside herself—she is *unselfish*. Let us all try to have these traits, and we shall have a school every one will love.

I have four pupils who try hard every day to be better, and to help make things go pleasantly. I think to-mor-

row there will be five or six. I shouldn't wonder if there were ten.

I will tell you how you can help very much. When you see I am busy then watch over yourselves. Say to yourself, "the teacher does not see me, but I will not be mean and selfish and dishonorable for all that. Let us try it to-day. Now we will sing."

For the SCHOOL JOURNAL.

Lessons in Literature.

LONGFELLOW.

Let the teacher procure a photograph of Longfellow, and holding it in her hand say—"Scholars, I am going to tell you about a famous American; his name is Henry Longfellow; he is a poet; he has written a great deal of beautiful poetry. Here is his picture; he is getting old, but we hope he will live a great many years yet. I will write on the blackboard one of his poems and we will learn it. It is about children. It is called 'The Children's Hour.'"

Let the children read this in concert with the teacher. Explain all the words that need explanation and try and show how beautiful and sweet the poem is. By repeating the poem a few times the children will learn it.

Questions.

- What is the clock for?
- What kind of figures are on its face?
- How much faster does the minute hand move than the hour hand?
- How many different kinds of figures?
- Is ice the same as water?
- How do you know?
- What makes the water turn to ice?
- How can you turn ice into water?
- When water boils what becomes of it?
- When rains falls what becomes of it?
- Where does the rain come from?
- How does the water get up in the sky?
- What is a trade?
- Tell me the names of five trades.
- The making of coverings for the feet, is called what trade?
- What does the shoemaker use?
- Where does leather come from?
- Which side of the leather is blacked, the hair side or flesh side?
- How is the hair taken off?
- What makes the leather so firm?
- Name some kind of leather?
- Name some things made of leather?
- How does the shoemaker make a living?
- How do most people make a living?
- Is it not valuable then to know how to work?

Object Lesson.

LEATHER.

(Object lessons may be divided into five great classes. 1. Those that exercise the perceptive faculties and furnish an occasion to use a new term. 2. Those that in addition to this exercise the conceptive faculties. 3. Those that in addition give precision and certainty to the conceptive faculty. 4. Those that trace resemblances, etc. 5. Those that employ the judgment, etc. The one here given is of the simplest kind. The teacher selects several pieces of leather. (She holds up one before the class.)

What is this? "Leather." Yes, that is right. Now let us see what we can find out about it. You know if you carry home any package your dog or cat will be curious about it, and will come and smell of it and find out all he can. If we are smart we can find out a great deal about this piece of leather. See, I bend it; do you know what that quality is? I will tell you—*flexible*. (Writes on blackboard.) I put it up to my nose; you may smell of it. Has it a smell? "Yes, sir." What do we say of things that have a smell? (Several answers.) I will tell you. *Odorous*. (W. B.) There are two things we have learned. Let us try again. I pull it hard; it holds together. What do you say of that? *Strong*. Yes; we also say *tough*. (W. B.) Let us try again. I hold it up to the light—does light come through it or is it like a board. Try it. Can you see through it? No, sir. What do we say of such things? I will tell you. *Opaque*. (W. B.) Now we have found out that leather is *flexible*, *odorous*, *tough* and *opaque*.

Is it used for anything now in this room? Look around. Well, John. "For shoes." (W. B.) Anything else? "For gloves." (W. B.) Yes. And it is used for harness and trunks, saddles, pocket books and many other purposes.

Now, John may say something about leather. "Leather is tough." Another, "Leather is odorous." Another, "Leather is flexible."

For the SCHOOL JOURNAL.

Lessons in Reading.

The teacher takes a boy's hat in her hand and holding it before the class says: "What is this?" A hat. "Yes, it is a hat. It is John's hat. He wears it to keep his head warm. I will tell you something curious about a hat. A boy was walking over a bridge and the wind blew his hat off and it went sailing away, and finally it fell into deep water. He thought he had lost it, but a little black dog rushed into the water and caught it, and brought it to the shore. The dog belonged to another boy, who was fishing. Was not that a good dog? Well, to-day we will talk about a hat and have a good time. I will draw a picture of a hat on the blackboard and you may draw one on your slates if you can.

Do you see the band? Do you see the brim? There is the hat and here is the picture of the hat. You cannot wear the picture, can you? Now I will put on the word, hat. There it is—*hat*. You may write it. Now we have the hat, here it is; then there is the picture of a hat and there is the word.

Look at the word hat; it has three letters in it. I will put the hat behind me. You think how it looks. I will cover up the picture and you may think how it looks. I will cover up the word and you may think how it looks. The word does not look like a hat at all, does it? Well, it means hat, so that when you see it you know just what is meant. If I should write that on a card and you should take it home your mother would say "hat" when she saw it.

TEACHING THE ARTICLES A AND THE.

The teacher must proceed carefully, so that the child will pronounce the articles correctly. Drawing the hat once more she says, what is it? Then she puts an A before it and says, "A hat" (giving the obscure sound to the A); the pupils pronounce it after her in concert and singly. Then she puts the A before the word hat and says, "A hat." They both mean the same, don't they? Now I will rub out the picture and we have "A hat" written on the board.

Question Box.

Please favor me by advising which is the best book that treats of colors and where I can get it. W. H. H.

[The best work that we now know of is Calkins' Object Lessons, published by Harper Brothers; price \$1.50. We send it postpaid for this sum.]

Will you please to start this question and open it for discussion in your columns?—"What is Education?" L.

[This is a good question, and we thank Mr. L. for suggesting it. Who will have something to say short and sharp. Let us hear from many.]

A teacher who has been 15 years in the school-room happened to take up a stray number of the *TEACHERS' INSTITUTE* of 1880, and was so impressed with its contents that he wished for some more, and of recent date. I admire the spirit of the *INSTITUTE*. I should think every teacher would take it. Success to it. A. L. P.

[There are reasons enough why a teacher should take the *INSTITUTE*, but many will not listen to reasons. There are some out of every ten, who, if they had the money, would prefer peanuts, candy, and nick-nacks; there will be some out of every ten being literary in taste that will take a paper that has stories in it, and be dreadfully interested about the impossible lovers in it; there will be some out of every ten who don't want to know about education—they hate the school, but must have the money. Will any of those classes take the educational? Not if they know themselves.—Ed.]

PA.—County Supt. J. R. Spiegel, of Westmoreland Co., has planned to have a great institute Dec. 26. He has secured Prof. Ladd, John B. Gough, Theodore Tilton and Robert Collyer. He is alive man evidently. His work "Live Questions" shows this to those outside of his county; all in his parish know him. Success to him.

EDUCATIONAL NOTES

ELSEWHERE.

A LADY, who does not wish her name made public, has presented Princeton Theological Seminary with a gift of \$100,000.

INDIANA.—Scott County is alive. The institute held August 29 to Sept. 2, was alive affair. Note these live subjects, "Kindergarten," "How to cultivate a love of Truthfulness," "Life and work of Horace Mann," "The Metric System," "How Teachers Retrograde," "How to secure Punctuality." Each day ended with quotations from some prominent author.

NEW JERSEY.—We have determined to give special attention to news from New Jersey. Mr. W. D. Myers, of Bayonne, N. J., long a successful teacher in the state will conduct the department; he will do this to encourage and aid every effort made for the advancement of the educational interests of the state. All N. J. news items may be addressed to W. D. Myers, 21 Park Place, New York.

Mo.—A Normal Institute at Carrollton, Mo., closed Friday, August 19, 1881, after a session of one month, enrolling 107 teachers. A system of district institutes was planned for the county, to be held during the year. We also made arrangements for an institute next summer of one month. Prof. W. D. Dobson was institute instructor this session. The Teachers' Institute is quite popular with the teachers of this county.

THE Hartford *Courant* says of the Chinese students in this country that when they have entered a school or college, or taken up a study, they have forthwith proceeded to step to the head of the school and to master the whole of the study. It has been amazing to see how, in a strange country, speaking a foreign and peculiarly difficult language, they have managed, in so many ways on so many occasions, to beat their American boy associates.

UP to 1870 there was no provision for common-school education in England; but now, both in England and Scotland, parents are required by law to provide elementary education for their children between the years of five and fifteen. In 1879 there 10,111 prosecutions in London for not sending children to school according to law, 5,648 in Liverpool, and 2,556 in Birmingham, and the law is felt to be a valuable assistance.

AMHERST.—Dr. L. Sauveur has just finished a most successful course at his Sauveur school of languages at Amherst. The number of pupils was 220; 130 attended the French classes, about the same number in German; 45 were in Latin and 15 in Greek. It is interesting to note that teachers (mostly) came for instruction from fifteen different states, (the New England States and New York leading off. Probably every one of these are teachers of real merit, and the assembling for instruction is a beautiful feature. Dr. Sauveur deserves thanks for his earnest and enlightened labors.

SOUTH WEST MISSOURI.—A most successful Normal Institute was held in Dade Co. The attendance was not very large, not over fifty teachers, but a more industrious and appreciative class have not often been seen. Prof. J. S. McGher of our State Normal School was the conductor. He is a noble and practical worker, and has been a power to lift the schools from the ruts of foggyism. Teachers in this part of the state are beginning to realize the importance of a better preparation, and better understanding of subjects to be taught. A large number have learned that it pays to attend these teachers meetings—but, Alas! there are a few (?) Yes, who know too much. It is impossible for them to make improvement. This class is not small in this part of the state, and this same class are filling many of our school houses to-day.

STATISTICS show that in 1870 the voting population of the United States was 7,823,000; the voting population of the Southern States being 2,775,000. The number of illiterate voters in the United States is 1,580,000; in the Southern States 1,123,000. Twenty per cent of the entire population of the United States and forty-five per cent of the population of the Southern States cannot read their own ballots. There were 9,297,000 votes cast at the last election, and it is estimated that from twenty-one to twenty-two per cent of this number were cast by men unable to read the names on the ballot. Sixteen Southern States contained one third of the whole vote of the country, and three quarters of that vote was illiterate. In the State of New York there are 77,120 voters unable to read. Pennsylvania has 67,108; Illinois, 4,477; Ohio, 48,971.

The entire illiterate vote of the Eastern, Middle, and Western States amounts to 475,000. Most of this illiteracy is in cities, and it is rapidly growing. 1870 showed the illiteracy of our voters at one sixth of our population, and 1880, one fifth in this State alone. These figures, if they mean anything, mean that compulsory school laws are absolutely necessary.

SENSATIONAL LITERATURE.—It is all very well to talk of the duty of the parents "supervising the children's reading," but who shall surprise the parents? Plainly, the authorities in charge of the libraries. The circulation of trashy and immoral books must be restricted, if we are not to see within a short time the most frivolous and debasing influences freely at work in the great mass of society. Remove the temptation and you have removed the evils arising from its influence. When the better classes of thinking men and women are sufficiently awakened to their responsibility in the premises and bring their influence to bear upon the management of our public libraries, the reform will be speedy and radical. It is well to remember that the evil is daily approaching the point where all restraining measures will be useless.—*Boston Traveler*.

THE massing of humanity in our cities is favorable to the growth of schools and the means of intelligence; hence the superior intellectual life there.—This superiority is daily drawing some of the best families from the country—families that the country cannot well spare. And this also explains why boys leave the old country home for the city. It is not because they are lazy, but because of the superior attractions belonging to things of the mind. Raise the intellectual life of the country up to the level of its physical and moral life and the boys and girls will not wish to leave the dear old homestead, and farmers will become the most influential class of the nation, inventing their own machinery, and able by the help of science—we have reason to believe—to make two blades of grass grow where there is one. The condition of his district school, then, should be the farmer's first care. A good school is his greatest need. The insulation of country life makes the school problem a difficult one, but it can be mastered. After the course in the district school has been thoroughly mastered, let him send to the nearest best school of higher grade, and so on till his children are equal in intellect to those of the city. Indeed, instead of its being true that the farmer does not need much school education, he really needs a better one than his city cousin. The daily contact of men of many minds and the many means of intellectual growth near at hand makes the man of the city intelligent, even though his school training may have been brief. The means of mind-growth is largely out of the reach of the country man.—*Lewistown Gazette*.

PENNSYLVANIA.—The State Teachers' Association met this year on the southwest corner of the State, at Washington. It was not very largely attended. Jesse Newlin, the president, read an able address on elementary education.

J. C. Dolan discussed the "Importance of Mutual Science to the Teacher." Rev. Jesse B. Young discussed the subject "What are the young people reading?" He claimed that there was great carelessness on the part of teachers and parents. Good reading helped on the work of the teacher; bad reading destroyed it. It was a very able paper.

Rev. Mr. [Stack of Indiana read a paper on "The Hero recognized and unrecognized."

Prof. E. O. Lyte presented a report on "Teacher's Studies and Degrees." He favored the granting of degrees to teachers by normal schools. This was discussed.

Prof. J. A. Cooper of Edinboro spoke on the "Appliances and Apparatus for elementary education." This was also discussed.

J. Q. Stewart read a paper on "Needed legislation." This was discussed by Supt. Prather, A. J. Palm and others.

Dr. N. C. Schaeffer of Kutztown read a "Plea for the study of aesthetics."

S. J. Craighead discussed "Local Institutes." Supt. Spiegle followed with pertinent remarks, also Prof. Beard, Supt. Baer and others.

L. H. Darling of Allegheny read an address on the "High school question." A. M. Gow read a live paper on "Mistakes of the schools." This was discussed by Dr. Schaeffer, Hays and others; the normal schools were hit rather hard.

Miss Patridge of Philadelphia gave an account of her visit to the Quincy schools.

Dr. Wickersham gave an account of the meeting of the National Association at Atlanta.

State Supt. Higbee gave an address on the "Importance of retaining the services of qualified teachers." Eulogies on Dr. S. S. Haldeman, Andrew Burt and others were delivered. J. P. Andrew of Pittsburg was elected president; G. P. Beard and Mary L. Deems vice-presidents.

If any one is writing a history of the development of American originality he should devote a very large chapter to the Chautauqua Assembly. The fact is that the Chautauqua Assembly is the visible centre of the greatest university in the world, for the students number about twenty five thousand and the course of study is practically endless. No one can overestimate the influence of Oxford or Cambridge, Harvard or Yale, but while many of the students at these educational centres are there against their will, and a majority of the remainder are so young that most lessons stuff their memories rather than feed their minds, every member of a Chautauqua "circle" is willingly so, besides being old enough to perceive his own ignorance and busy enough with other affairs to avoid the fault of reading more than he can think about. The four year "course" provided by the Chautauqua system is as broad as that of any college; it omits the dead languages, but this omission is more than counterbalanced by the great attention paid to ancient history and to art literature and natural science. On completing this course, which is pursued individually or in local "circles," the summer gathering being but a very small part of the programme, the student is far better fitted to pursue any special post-graduate course than the majority of college graduates are. Besides the many persons who are studying alone on the association's plan and by the aid of admirable suggestions continually provided by mail, there are nearly a thousand local circles, numbering from two or three students to a thousand; these are found in every State in the Union, and even in Alaska, Mexico, the Sandwich Islands, Japan and India. How many thousands of women this course will save from becoming gossips! How many thousands of men it will raise to the level of the best educated and most fully informed of their neighbors! Every family in which there is a Chautauqua student will learn unconsciously that life is worth living for more than mere food and clothing.—*N. Y. Herald*.

WISCONSIN.—J. C. Rathbun, Superintendent of Buffalo County asks of School Boards these questions:

Are the school-room doors tight? Do the window sashes fit? Is the house so banked up that the floor is warm? The school house should be so fixed, before school begins, that "Yes" may be answered to all of these questions. Sand is the best material for banking.

Have the upper sashes of the window so arranged, that they can be lowered two and a half or three inches. Fit a board, a foot or fifteen inches wide, across the window, just below the opening, slanting upwards. This gives an upward current to the incoming air, thus warming it in the upper part of the room before it comes in contact with the pupils.

I again recommend eight month's school; in no case less than seven. For an eight months' school I think two months, or two and a half before Christmas, three or two and a half in the winter, and three in the summer, the preferable way of arranging the terms. For a seven months' school, two in the fall, three in the winter and two in the summer is the best arrangement; four in the winter and three in the summer is not a bad one, if the winter term begins no later than the middle of November. I think there should be at least two months in Summer. There are many children from six to twelve years of age, who cannot attend regularly in winter, on account of weather and distance; they need a summer school. The work they do at home for the two months following the middle of April is very little.

If possible, hire your teacher for the year. Be sure to examine the teacher's certificate. While it is not an absolute measure of his or her ability to govern a school and to impart instruction, unless you are familiar with the teacher's past record, it is the best guide you have. When negotiating for a teacher, try to ascertain what the applicant does toward improving his qualifications; what institutes he has attended, what educational papers he reads.

ORANGE COUNTY.—At the teachers institute, Professor Lantry took the ground that the modern modes of teaching require something novel all the time, and every day should bring something fresh and new, that interest may be kept up and some progress made. This requires con-

stant work and study on the part of the teacher. Prof. Johnson said: In country schools, it is well to consider with the children the processes of raising the different crops, in a regular and connected manner. So also, the raising of domestic animals and the various uses to which they may be applied, either alive or after they have been killed also. Agriculture, milling, textile fabrics, paper, iron, leather, glass, pottery. Children should be encouraged to visit manufacturing establishments, to observe the processes, and then to write descriptions of what they see. These topics cover a wide range of knowledge and afford an ample field from which to gather interesting facts and to impart much useful information, and better still, to suggest a course of reading and a line of investigation, which if followed, will add greatly to the intelligence and culture of children. This will require reading and study on the part of the teacher, but those who enter upon it with the proper spirit will find themselves amply repaid for the time and labor expended. Prof. Johnson took up the subject of "Object Teaching," holding that every lesson should be an object lesson in the primary schools, and so far as we can, we should have the object before the class. For the first two months in school, have the pupils read only what they have made themselves. Three to five sentences are sufficient for the first lesson and the pupils should read them from the board; and in the course of a week they will learn as much as twenty sentences, not yet knowing a letter. The transition from script to print is made very easily in a few days. The names of the letters will be learned incidentally, without requiring much attention. To break up bad habits of reading—throw aside the reader for a time, and put the children to reading sentences of their own making; then have them read very easy sentences from the book, and require them to be read naturally. The practice of having pupils correct each other was disapproved. It was not well to develop the critical spirit too early; it is more important to be able to do. By writing sentences properly, pupils will learn to use capitals incidentally. Composition writing from objects should be continued for about two years. At first, point out mistakes, one at a time; avoid criticizing too much, so as to discourage the pupil. All these exercises should be written on the slate for the first two or three years.

National Educational Association.

The annual meeting was held this year at Atlanta, July 19, 20, 21, 22. The President, J. H. Smart presided. Gov. Colquitt of Geo., made an address of welcome. The President responded in fitting terms. Dr. Wickersham and Dr. White also had words of response. President Smart's inaugural address on "The Value of Schools" was next read. Then Prof. C. C. Rounds read a paper on the "Lines of Advance in Education." Supt. A. J. Rickoff then read a paper on "What Shall We Teach in Our Elementary Schools?" This led to discussion by Pres. Andrews, of Marietta College, Mr. Bell, *Indiana School Journal*, and others.

In the afternoon the Department of Elementary Schools met. A paper on "The Philosophy of Illustration" was read by Mr. J. J. Burns of Ohio; one on the "Education of the Sensibilities," by John W. Dowd, Toledo, Ohio.

In the evening Gen. Eaton gave an address on the "Education and Building of the State." At the close of the address, which was greatly applauded, the Association attended a banquet at the Kimball House tendered by the citizens.

WEDNESDAY.—Hon. D. F. De Wolf of Ohio, read a paper on "Some Essentials in the Development of a School System." Prof. N. A. Calkins of N. Y. City, read a paper on "The Teacher's Work in the Development of Power." Hon. M. A. Newell of Baltimore, read a paper on the "Revision of the Common School Curriculum." Mrs. Louise Pollock of Washington, made some remarks on the "Kindergarten System."

The following persons were elected as officers for the ensuing year—President, G. J. Orr; Secretary, W. D. Henkle; Treasurer, W. S. Tarbell.

The Department of Higher Education met at 3 o'clock. President Moss of Indiana, read an address, and was followed by Pres. Andrews of Ohio, who read a paper on the study of "Political Science in Colleges." Dr. H. H. Tucker of Atlanta, read a paper on the "Advancement of Higher Education."

In the evening Hon. J. P. Wickersham of Pa., read a paper on the "Leading Characteristics of American Systems of Education."

Prof. L. C. Dickey of Georgia, discussed the paper opposing free schools.

THURSDAY.—J. B. Peaslee of Cincinnati, read a paper on "Moral and Literary Training in Public Schools." Dr. A. W. Calhoun of Atlanta, read a paper on "The Effects of Student Life on the Eyesight." Discussion of the various papers followed.

The Department of Normal Schools was addressed by Prof. J. C. Gilchrist of Iowa, on "What Constitutes a Normal School." Then T. C. H. Vance of Kentucky, criticised normal schools severely, and the discussion was continued. Supt. Orr declared the need of Georgia was normal schools.

Mrs. Pollock of Washington, D. C., explained the Kindergarten system, and Prof. W. J. Marshall gave an illustrated lecture on "The Yellowstone National Park."

FRIDAY.—Prof. E. E. White read an address on "Industrial Education." Prof. Louis F. Soldan of St. Louis, read an address on "The Century and the School."

Senator Brown of Georgia was introduced, and made an address welcoming and encouraging the delegates. Mr. Bicknell of Boston, presented a resolution asking Congress to appropriate public lands for educational purposes. Mr. H. J. Kimball made an address relative to the Cotton Exposition to take place in Atlanta. Prof. Harris followed with an address, and the Association adjourned, to meet in Saratoga in 1882.

LETTERS.

I came to this country in Feb. '77, and found two respectable school buildings, with a school in one. I engaged the other, Overton Academy, at the county town, and began teaching. My methods were new to the people of this section; the teacher of the other school cried "new-fangled teaching," etc. I organized a literary society in my school to meet semi-monthly, and at these explained my methods to my patrons and urged them to visit the school and watch the progress of the children before expressing an opinion, and to the credit of the people of that town they heartily indorsed me as a teacher.

I sent for the County Superintendent, and with his consent called a meeting of all school officers and teachers. At this we organized a teachers' institute, to meet monthly. We met in different parts of the county, held our meeting in churches, houses and where we could. The Supt. was made president *ex officio*, and I conducted the exercises. I would print programmes of these meetings and send them out urging the people to attend, and did all in my power to make them interesting, and with the hearty support and endorsement of the Supt. success attended the work. I preached the gospel of education in earnest. I urged first, a willingness to learn and educate, second, suitable houses, third, competent teachers. I continued in the work till July '79, when I was called to the principalship of Tannehill College, in Jackson Co., an adjoining county. I kept in Overton five academies in successful operation. The county court has added 20 cents on the hundred dollars worth of property as a school tax. Tannehill College was burned the 8th of Dec., '79. I finished one term in an other building, and resigned my position. I then turned my attention to the public schools of that county, and with the Co. Supt. induced the county court of that county to add 35 cents school tax on the hundred dollars worth of property. Then the Supt. secured the town school for me to teach a model school, which I did to the best of my ability.

In July, 1880, I was chosen teacher of Language in Alpine Academy, and in July, 1881, I was made principal. I found that only one new school had been opened in this county during my absence, and not a single teachers' meeting had been held in that year. Since my return they have been revived and are now held monthly as before, and two more academies are under contract. In our last session we enrolled 135 pupils in Alpine. At our next teachers' meeting I am to lecture on the "Educational Outlook of Overton County," in which I shall urge the necessity of a school of higher grade than the academies. They must become feeders of a college. Overton has taken the lead in academical schools. The nearest college is eighty miles distant and no public conveyance to it. The adjoining counties send to Overton for teachers, and send their sons and daughters to the academies in Overton to be educated. Overton needs and must have a normal school with a liberal course of study, or vice versa, a good college with a normal or teachers' department.

The people of Overton are able to build it if they would only believe it, but they are not educated to the degree of liberality that is necessary to induce them to give for the benefit of a school beyond their immediate neighborhood. Each community builds its own academy or school house as it deems necessary; beyond this they shake their heads, and say "we can't build houses for other people, we are not able."

If \$3,000 could be furnished as an endowment fund and this used in the erection of a house at or near this place, it would be the greatest blessing that was ever bestowed upon this people, and I say if any man will furnish me this amount I will build the house at Alpine Spring, and make tuition free to all teachers of public schools in Tennessee, i.e., they are to teach a public school and then may attend Alpine the remainder of the year, the same to be repeated as many years as they desire.

I believe the teachers and others of this county will furnish one thousand dollars, but how to raise the other two thousand is the question. Would it do for you to advertise for donations or contributions? These to be deposited with you, or at least any that may be given in your city or State, and then forwarded to me or Mr. R. S. Mitchell of Livingston.

I do not want you to publish this under any circumstance. I would not have it to go before the public with all the *I's* that are in it for any consideration. I have written it to you that you may know of my work and that you may write whatever seems good to you. I know you will do what you think is right, and that your zeal for the cause is not circumscribed by State or sectional lines. No, it is as broad as the field, and this has no bounds that we can see. If some man who is willing to aid in this purpose would donate a couple of thousands, it would yield the greatest income here, of any place I know. I mean it would accomplish more good.

J. M. COULSON.

Alpine Academy, Nettle Carrier, Tenn.

(Nevertheless we publish the letter; it contains information that may lead some Northern man to invest his money.—EDITOR.)

I will try and explain a subject that has troubled me somewhat. I find there is scarcely a day but what some subject will come up that needs a practical illustration from the teacher. During my last term I devoted ten minutes a day to such talks with the children. Some subjects I would mention beforehand and often devoted several days to the same subject. Some teachers have said, "How foolish." I haven't been as much surprised at the ignorance of the children as I have at my own. It has set me to work. The interest of the children is wonderful and it is a fine remedy for restlessness. I take the common subjects such as desk, pencil, etc. I am anxious to get out of this "slough of ignorance" and hope some part of your paper will be devoted to such information. If there is a work published on this subject I should be glad to know it.

E. P.

(This is one of the best letters we have read for a long time. Here is an honest teacher; more than that, she sees that what passes for teaching is NOT teaching. And oh! for the time when the children will get what they need in schools. They ask for bread and get a stone. Teachers, will you not arouse and like the above writer, "think on these things." Go on, E. P., it exhilarates one to see you on the track of REAL TEACHING. No wonder you felt pained at the "three R" routine. Do you know that you are going over the same line of thought that led Froebel to his immortal Kindergarten. Sheldon's Object Lessons or Calkin's are admirable; we send both.—ED.)

A "schoolmarm" has been abroad and has been so much pleased thereby she is impatient to tell you about it. In Eastern Ohio is the active educational county of Belmont. At its county seat, St. Clairsville, the wideawake teachers, some one hundred in number, have been holding a four weeks' normal institute. Prof. T. E. Orr of Bridgeport, A. A. Clark of Bellaire, Waters of Powhatan, Yarnell of Barnesville, Hitchcock of St. Clairsville, have been the instructors; an active corps of hard workers, earnest thinkers and large-hearted Ohio men.

Dear INSTRUCTOR, had you been there and heard a paper on Literature by C. O. Malin and its discussion by the teachers, who gave so many and such good methods of teaching it you would have been emphatic with your "Well done."

Our Institute was a gratifying success. Will you favor me and others by suggesting the forming of some normal institutes in this State which teachers could attend during the summer months. We have many teachers in this county (Steuben) who would be glad to take advantage of such.

O. J. BLAKESLEY.

New York.

(We greatly need in this State normal institutes—we don't mean the Teachers' Institute of one week, and all, young and old, experienced and unfledged, all in one class. Not at all. That will not go much longer. We want a county educational school—to be held four, six or twelve weeks; the object being to fit teachers to teach. We shall push this matter steadily. Those who want to help will please let us know; those who want to stand by and see others work can do so.—EDITOR.)

I wish to know if my definition for a decimal fraction is a surplus one.

"A decimal fraction is one whose denominator is not usually expressed, but is understood to be 1, with as many ciphers annexed as there are wholly occupied places in the numerator; but when not expressed is determined by a point placed at the left hand of the numerator."

ERNEST CARTER.

(Can this be clear to the average scholar? We doubt it.)

Will you please answer the following questions or give information on the following subjects: 1st. What is the length of Suez Canal? What was its cost, time of its construction, etc.? 2nd. Also give, in like manner, a description of the Erie Canal in New York. 3rd. What is meant by the Ides of March? that is, why are certain days called the Ides of March? 4. Where can I get a book titled "Pre-Adamites?" What and where is greatest depth of the oceans or seas?

A. W. SIMMONS.

(Here are questions that a Tennessee man wants answered. Please let us have replies, as we are too busy to look them up.—Ed.)

Do you think teachers should teach temperance in the school-room? It would not be easy here, for one of the School Board is a saloon keeper.

B.

(Most certainly it must be taught. The reason intemperance flourishes is because the teacher sticks to the multiplication table and leaves temperance alone. Rev. Mr. Creamcheese always singled out the wickedest sinners of old time and discharged his arrows on them. He feared to speak of the sinners in his pews. Don't be a fanatic, and don't be offensive, but be manly for all that.—Ed.)

I do not thoroughly understand the theory of teaching primary reading. I do not think beginners learn fast enough, when they go to school at five and six years of age. I would ask you to please recommend me to a book treating on the art of teaching primary reading.

M. K.

Dakota.

(There are many books that tell about Reading. De Graff's School-Room Guide is valuable; price \$1.50 post paid. But the JOURNAL will have special articles on this subject as well as on many others. The young children should be set to work at once, and on what will advance them. You will find occupation for young children a good thing.—Ed.)

PA.—MIFFLIN County. There is a live man at work here; the County Superintendent, W. C. McClenahan. Two years ago the A, B, C method was in vogue almost everywhere in the county. He has wrought a great change, nearly all use the word or sentence method. The means have been a week's institute during the winter and a few week's normal during the summer. Last winter a number of educational meetings were held and addressed by the County Superintendent and Mr. W. H. Schuyler, Principal of Lowistown Academy (a very live and earnest man); this will be continued during this winter. By these means, the teacher and the people are built up; they understand what is to be done and go forward. Last year, a friend took the JOURNAL and I took—and then we exchanged. This friend has left and I shall be deprived of the JOURNAL, so I enclose the money, for I must have it. It understands the needs of education better than any other paper I know.

(It is this that we aim at; the teacher needs help to build him up, as a teacher. This is not done by furnishing long essays, but that quickening thought that stimulates him to seek in well written books the extended information he may need. Above all we ask him to be a thinking worker. If we do this we are satisfied. To say that the JOURNAL makes me try to teach better each day pays us.—Ed.)

EDUCATIONAL MISCELLANY.

The Children's Appeal.

Give us light amid our darkness;

Let us know the good from ill;

Hate us not for all our blindness;

Love us, lead us, show us kindness,—

You can make us what you will.

We are willing, we are ready;

We would learn if you would teach;

We have hearts that yearn towards duty;

We have minds alive to beauty;

Souls that any height can reach.

We shall be what you will make us:—

Make us wise, and make us good;

Make us strong for time of trial;

Teach us temperance, self-denial;

Patience, kindness, fortitude.

Look into our childish faces;

See you not our willing hearts?

Only love us—only lead us;

Only let us know you need us,

And we all will do your parts.

Train us; try us; days glide onward,

They can ne'er be ours again;

Save us; save from our undoing;

Save from ignorance and ruin;

Free us from all wrong and stain.

Send us to our loving mothers;

Angel-stamped in heart and brow,

We may be our father's teachers;

We may be the mightiest preachers;

In the day that dawneth now.

Such the children's mute appealing.

All my inmost soul was stirred,

And my heart was bowed with sadness,

When a cry, like summer's gladness,

Said, "The children's prayer is heard!"

For the SCHOOL JOURNAL.

A Pleasant Visit to Atlanta.

EDUCATIONAL AND OTHER MATTERS IN GEORGIA.

By LOUISE POLLOCK.

"Do you really intend to go South to the National meeting in Atlanta, Ga., in the middle of summer?" my friends questioned me. "I certainly shall," was my reply, and so I did.

The meetings were held in the Opera House and were well attended by the citizens. Governor Colquitt opened the meeting by a candid, eloquent address of welcome. His personal appearance impresses every one favorably, and seems an index to his kindly disposition and Christian character. I had occasion to meet him and his lovely family several times, for they are very much interested in all educational progress. Mrs. Colquitt with her children and some friends attended one of my kindergarten lectures. The growth of the city is most astonishing since its destruction by Gen. Sherman nearly twenty years ago. Buildings are constantly going up and the horse-cars run in every direction. One track is just being laid to run to some mineral springs, the peculiar feature of these being, that there are two springs side by side with entirely different medicinal properties. Waterworks supply the city from the river six miles distant. A lot of land, large enough for six residences, sold lately for \$20,000, and there seem to be no houses for sale and very few for rent. For enterprise, the city is more Northern than any Southern city I ever visited, and I heard a St. Louis man say that if he had money to invest, he would certainly come South rather than West. Several of the finest residences opened their doors to receive the assembled educators, among them that of Mr. H. T. Kimball (director of the International Cotton Exposition, which will open next October and is to last three months.) But they preferred to remain at not too great a distance from the centre of their operations and exercises in the large and elegant Markham House and Kimball Hotel.

The Legislature is still in session and the National Educational Association was invited to visit the capital, and Gen. Eaton made an excellent and patriotic speech. Mr. Smart, from Indiana, president of the association, and Mr. Newell, from Maryland, also spoke, and were warmly applauded. The people of Atlanta gave an elegant banquet on the second evening of the convention, which gave all an opportunity to become acquainted. The following day a number of carriages were placed at the disposition

of all the members of the association to give them a ride around the city. An excursion to the magnificent Tallapoosa Falls had also been arranged for and was enjoyed by about ninety of our numbers. As far as I have learned, every one feels well satisfied with having had the meeting here; and I have heard many pleased expressions for the many attentions shown the association by the people of Atlanta. Another pleasant feature of the meeting, one that was highly enjoyed by all present, was the event of Senator Joseph E. Brown being introduced upon the teacher's platform, and making a very appropriate and pleasing address. Dr. Gustavus Orr was unanimously chosen to be president of the National Educational Association next July, when the meeting will be held in Saratoga.

The interest in the kindergarten method of instruction is quite marked in this city, and I could not resist the many importunities to remain longer and give some practical demonstrations of the system. Mrs. Wm. Peel, daughter of the Hon. Peter Cook, has been an ardent admirer and earnest advocate of the system for some time and is indefatigable in her efforts to see it well established in Atlanta. During my visit at Mr. Peel's house I had the pleasure of being introduced to Mr. Grady, the genial and enterprising editor of the *Constitution*, and laying before him my proposition that a State scholar should be sent from Georgia to Washington to receive a teacher's training in our kindergarten normal institute there, free of expense. He replied that her board and traveling expenses had better be paid by private enterprise, he for one being ready to put a sum on any subscription list that might be started. Governor Colquitt favored this movement and expressed his readiness to give an equal amount for this purpose. Vermont is represented this year in our normal class by a lady sent by the State superintendent of Public Education.

The most pleasing feature during my two weeks' stay here has been that not one expression of bitterness or sectional feeling has been uttered by any one, unless I except what a lovely young lady teacher said about Mr. Thomas W. Bicknell from Boston, that she did not think she could have learned to like a Yankee, as much as she did him. Kindly relations exist between masters and servants very different, as far as I have observed, from those that exist with us further North, and people consider the present state of things far more desirable than any that existed at any previous time. The deepest sympathy was everywhere expressed for the sufferings of our revered President and his family, with the warmest expressions of hope for his recovery.

Names and Things.

Names are nothing save as they represent facts or ideas, and the pupil who knows a thing only by its name, does not know it. I am painfully impressed with the fact that in teaching, the tendency is to multiply terms, so that, in many cases, the pupil emerges from the geography or grammar or natural philosophy with a collection of hard names lying cross-wise in his brain, and with a clear conception of scarcely a single principle of either science. Occasionally my little girl comes to me to help her through an arithmetical quagmire, where I am, at best, but a blind guide. But I am filled with consternation when I take up the arithmetic. I am amazed at "the words of learned length and thundering sound;" and my first parental impulse is to throw the arithmetic into the fire, and to deliver the arithmetic maker to the tormentors, for compelling my lamb to force her way through such a cactus hedge of hard names, before she can reach the very rudiments of numbers. And the trouble is, that children so often do not realize that there is anything in arithmetic or grammar besides the arbitrary combination of these names.

Let me go back to the arithmetic a moment, and give you an illustration of my meaning, an illustration the substance of which is not my own. Your boy comes to you with his slate, and says I have to add up $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and I don't know how to do it. You ask him for the rule, and he replies, promptly: "Reduce the fractions to a common denominator, add the numerators, and place the sum over the common denominator." Well, what is the common denominator? And he begins again to repeat the rule from arithmetic,—to find the common denominator do thus and so. Yes, but what is it after you have found it? And the boy cannot tell. It means to him nothing but a number which he gets by a certain process. Now you say to him, "What have you in your poultry-yard?"

And he replies, "Twenty chickens, fifteen geese, ten turkeys, seven ducks, five guinea-hens, and a big peacock." "And how many does that make?" "Fifty-eight." "Fifty-eight what?" There you have him. Neither peacocks, geese, nor turkeys, will express the whole contents of his coops. He wants some term which will cover them all, and you give him the words "fowls," which represents all alike. And when the boy perceives that "denominator" is only a hard word for "name," and that just as "fowls" is the common name for all his chickens and geese, so "thirtieths" is the common name for his three fractions, for the first time common denominator will represent to him a fact, and not a mere name or rule.

—Principles of Teaching by Rev. M. R. VINCENT.

The Kindergarten.

Frederick Froebel died in 1852 after a lifetime spent in reforming the mode of educating children. His investigations led him to invent a new system which he called the Kindergarten—meaning the Children's Garden—that is, a place for children to grow in, not to be drilled, repressed and crammed with things not understood. The peculiarities of the new system were in such striking contrast with the methods in vogue in the "infant's school," the "primary school," etc., that the public were opposed to them; the teachers especially objected that the pupil learned nothing. To all this it can only be said the Kindergarten assists the child to grow as a child should grow. Let us point out a few of the peculiarities of the kindergarten.

1. The child begins early, at four and even three years of age.
2. He is not usually taught to read—for the reason that the cultivation he needs can be better imparted without it.
3. In the place of books he has a great variety of materials to work with; from these, used with care and method, he learns the elements of many branches of study and the first steps in several trades and artistic pursuits.
4. The natural love of activity is recognized as the means by which education is possible; instead of repressing it, it is turned into proper channels and employed.
5. In all its exercises it aims to train the eye, so that, early in life, the power and habit of close observation are gained.
6. The hand is practiced in many dexterous employments that it may be fitted to manipulate different materials with accuracy and ease. It has its pupils do as well as know; it develops the construction as well as the receptive faculties (the present method disjoins thinking and acting, two things which should always go together.)
7. It encourages children to investigate for themselves and to see and verify what the teacher says; the object (if possible) is put before them so that they may obtain a clear comprehension. (The mere memorizing of facts others have observed tends to undermine self-reliance.)
8. It believes a love of beauty to be a sense of happiness and usefulness. The harmony of colors, the charm of their contrasts, the grace and beauty in symmetrical forms are taught in a way never to be forgotten.

Here, of course, is something original in its conception—something that strikes at the root of the A B C process. Gradually the Kindergarten is being understood; gradually teachers are to be found who have imbibed its spirit. The pupil is looked upon as a unit, he is taught in his entirety, he is assisted to grow as his Maker intended. Such is the Kindergarten.

Objects to be Sought in Education.

In the education of the young, two distinct objects need to be kept in view. One part of education is the discipline of all the individual powers, physical, mental and spiritual. Another part is the providing the future man or woman, of whom the child is but the prophecy, with available resources against the coming day of need. Each of these parts is important, the one not less so than the other. Trained skill makes the difference between the raw recruit and the accomplished soldier. The man with resources, as contrasted with the man who is minus the same, is as the capitalist to the pauper. Take two boys or girls of equal native capacity. Give the first every advantage of good books, good teachers and a good home and give the second none of these, and shall the tilled ground not bring forth its crops of grain, while the fallow shall have nothing to show but weeds and a barren waste? Short-sighted and ignorant parents sometimes murmur at the requirements of the class-room. "Why," they exclaim, "must my child learn these long lessons? Why study this language which he will never speak, or that lit-

erature which will not assist him in business or on the farm? Why must we pay our hard-earned dollars, to teach our sons and daughters things which they will never put to any practical use?" Why, simply because the only practical wise thing a man can do for his children in these days, is to so sharpen their minds, stimulate their ideas, and cultivate their talents, that they shall be able to compete on fair and equal terms with others in the great world markets. Perhaps the laboriously-learned Latin and the grinding at the higher mathematics may cease when the diploma has been earned, but the power which came through the toil and the grind will never be lost. It is the disciplined will, the logical faculty which has become almost automatic, the strengthened memory, the accustomed attention, the quick perceptiveness, and the flexible intellect, which each and all enable men and women to be better farmers, housekeepers, merchants, professional workers and citizens than else they could be. We used to write it as an axiom in our copy-books, that Intelligence is the Life of Liberty, and in the American school-house, with the Bible guarded within its precincts as an animating force, is the vital principle of our republic.

Men and women need resources of various kinds. Many arts and sciences should be mastered, if only in their alphabets, with a view to the brightness, beauty and entertainment of maturity. The little fellow of ten may prefer to spend all his out of school time in fun and frolic. Possibly he may regard every half-hour subtracted from marbles, top and ball as so much lost time. Yet the mother who shall oblige him to practice on the violin, or to learn to use his pencil in sketching nature in her fair outlines and picturesque details, will be recognized by him in future as a benefactor. Arrived at years of discretion, every human being is happier for tastes, aptitudes and abilities over and beyond the routine duties of his profession or trade. As occupations which dignity and beautify life, many things which have no utilitarian value are really of priceless worth.

One need never expect to crowd a quart into a pint measure, nor to see a pumpkin develop into a rose. But an honest pint is more respectable than a shallow quart and a pumpkin has its legitimate place and its essential uses as certainly as the pride of the garden has both. Every being possessed of reason and dowered with immortality, has a right to the best possible preparation for life, its cares, duties, trials and pleasures. Every father, mother and teacher who have young people around them to instruct, are bound before God to do the best they can for their charges individually, and not merely by the easy method of stupid and wholesale cramming.—*The Christian Intelligencer*.

Vassar College

About four hundred "sweet girl graduates with golden hair," from every State in the Union, here pass through a thorough university course, the studies of which are as severe as those in the colleges of Harvard and Yale. The grounds cover an extent of about three hundred acres, including a lake fed by springs, where boats are at the disposal of the students. There are also shaded walks, woodland retreats, which are favorite spots for study and reading, and a large circular lawn-tennis and croquet ground, which is surrounded by a flower garden divided into ten-foot sections for each of the young ladies who have a taste for floriculture. A floral society has been formed, and besides the privileges of using the flowers for botanical dissection and for personal adornment, there quite a rivalry among the members in the cultivation of the plants. The students are obliged, as a part of the daily routine, to report at least one hour's exercise, either in rowing, gardening, skating, croquet or gymnastics. The recitation hours are from nine in the morning to four in the afternoon, and the pupils are free to spend the remainder of the day either in the building or out of doors, the latter being by far most popular in fine weather. Pleasure-boats, manned by young ladies, skim across the lake with a speed that shows that their physical development has not been neglected, while a schedule of the dietary proves that the "cramming" process for intellectual improvement is not done at the expense of the "inner-man." The delicate repastures devour daily (oh, tell it not in Gath!) two hundred and fifty pounds of beef, mutton, or lamb, or seventy-five shad for dinner, after one hundred and seventy-five pounds of steak for breakfast! They consume three hundred and fifty quarts of milk per diem, and one hundred

pounds of butter; also two-thirds of a barrel of granulated sugar, eight pounds of coffee and five pounds of tea in the same time! Think of the nerves, like harps of a thousands strings, that are being "strung" for future curtain lectures! Canned fruits of all sorts are eaten in enormous quantities and twice a week at dinner the fragile dears do away with two hundred quarts of ice-cream. Farinaceous food abounds. Several varieties of bread are always on the table in profusion. Two articles, with bread and butter, are always supplied at tea. Winter brings buckwheat, corn and rice cakes, and from thirty to forty barrels of syrup are used a year!

In addition to the class-rooms, lecture halls, refectories and dormitories, are a school and gallery of art museums of natural history, geology, botany and other kindred sciences, a riding-school and a chapel. In the main building are students', teachers', and officers' rooms, a telephone, telegraph and post office. The library contains fifteen thousand works of the highest order of literature, history and science. A marble bust of Mathew Vassar, and also of the first president of the college, Dr. Raymond, whose widow still resides in the building, adorn the library. In the reading-room may be found the daily papers and periodicals, including those of a scientific nature. A separate building is devoted to astronomical science, which has a revolving dome and contains one of the largest telescopes in the country, a sidereal clock and chronograph, transit instruments and five small telescopes, with all the necessary apparatus for astronomical and weather observations and for observing and photographing the sun. The museum of natural history, containing a fine collection of minerals, birds, etc., and many rare specimens and works on conchology, occupies a large building, with the gallery of art, bowling alley, gymnasium and the forty pianos for the daily practice of music pupils. The students have, besides the floral society, a Philalethian society, and one of religious inquiry, of natural history, a fine arts club, a Shakespeare club, and others for mutual improvement and for social recreation. Each young lady has a room to herself, fitted up with a set of oak furniture; and each suite of three rooms, has a common parlor. The students take especial pride in decorating their rooms during their three years' stay and some of them are made charming with many evidences of female taste and skill.—*Home Journal*.

Froebel's Principles of Teaching.

Many systems of morals and religions have been devised, but Christianity is the only one which recognizes a God in a cradle. Likewise many systems of education have been formed, but Frederick Froebel stands alone in beginning with the nursing,—the tiny creature in its crib or mother's arms. From this fact, we do not hesitate to call it the most Christianizing of all systems of education. Froebel's basal principle was "unity with nature, man and God." He pronounced "all education which is not founded on the Christian religion one-sided, defective and fruitless." He has bequeathed to the generations coming after him a system of mental, moral and religious training which shows how the first conscious impulses of a child may be led toward truth, and not left to gather up confused and worthless impressions of any kind. Necessarily, he looked to mothers as those who should carry out his plans; his system has therefore been well called the "Science of Mothers."

The popular idea of a kindergarten, that it is a place where little children from four to nine years of age learn to do pretty work, read and spell and sing and play, is far from Froebel's conception of it. He did aim to instruct the children through their play, but not in this alone. He did not teach reading or spelling. He said, "The A B C of things must precede the A B C of words, and give to the words their true foundation." His aim was to put doing and creating in place of what is usually called instruction. Neither was it a part of his plan to wait until children were four years of age, or to keep them playing beyond the time when they ought to be studying. His system, as has been said before, began with the child in the cradle. Mother-song he directed should be the first power to touch the mind and soul of the child,—sweet, sacred song sometimes, at other times little play-songs. Froebel prepared a book of these songs. Next in order comes the folding of little hands as in prayer, that the child may learn to worship God even before he can speak, and, too, the praying of mothers in the presence of their children, who will feel the influence, even if they cannot comprehend the words. As soon as the child can speak, Froebel

would have him make such a simple prayer as "Dear God, I thank thee," after arousing gratitude in his heart for the blessings of the day; or "Dear heavenly Father, forgive me," when feeling sorry for some fault.

A science of motherhood should also be a science of teaching. The attributes of a good mother will always be found in a good teacher. What interests mothers in the education of children should also interest teachers. Froebel did not look to mothers alone for the furtherance of his plans. He tried to interest all educators, men and women, young and old. He gathered about him many young ladies as teachers. If Froebel were alive to-day, I doubt not that he would be greatly interested in our Sunday-schools. He might even be a teacher of a primary class. I am quite sure in that position he would institute some changes. We may know something about how he would carry on the work by looking into his practices. He deprecated the teaching of dogmas, Bible history and Bible verses, before the children could understand them, claiming that to do so would weaken and deaden religious feeling, rather than awaken it. If he were teaching a lesson on the creation, he would be sure to lead the children to talk about the lambs and birds and flowers, and lead them to question about who made these things, as well as themselves, rather than to make them recite verses from the first chapter of Genesis. It is important that children should memorize Scripture, but it should first be made intelligible to them. It should not be cemented and stamped only on the outside. We should find Froebel having great hope of his work—hope in its power to transform children born with inheritances of sin from criminal or vile parents. "If it were not so," he says, "the Christian idea of redemption would have no significance." The grace of God is able to overcome heredity.

As a primary teacher, Froebel would be continually looking back into his own childhood for assurances that he was proceeding on right lines. "How did you know it?" he asked a lady who anticipated something he was about to tell her in regard to the effect of certain kinds of play material on the minds of children. "I can infer it from my own recollection of the intellectual demands of an earliest childhood," replied the lady. "You see, then, it is quite true," joyfully returned Froebel.

It is certain if Froebel were teaching a primary class in the Sunday school, he would often be found among his little pupils in their homes; and on pleasant summer days we should see him holding child-festivals on the lawn,—for so he did at Altenstein, in which more than three hundred children were engaged, coming from all the surrounding villages. What a troop was there! with lords and ladies and peasants, young and old, to witness the gladness of the children. "Come, let us live with our children, that all things may be better here on earth," was Froebel's motto, and it was thoroughly exemplified in daily duties, as well as on such special occasions as the child-festivals. He was always the leader. Let these teachers of little ones who have not tried thus to be leaders, thus renew their youth, and taste again of life's purest springs.

If Froebel were really a teacher in the primary Sunday-school class of to-day, should we see him using his "play material," the same as on week-days? No; we must believe that one who was so good a Christian must have believed in the sanctity of the Sabbath, and that if he were living to-day would make the occupations of the day very different from other days, in order to make the children see the difference. We might find him with his class worshipping in the floral gardens, as he directed the attention of the little ones to the opening buds, and general growth of the plants from seeds which they themselves had planted; leading them to the great God, by whose power all things are made. We might expect to hear him teaching little songs, and there would be motions with the songs, for has he not given this motto to the worker:

"When things you show and name,
Teach it to imitate the same;
The child will learn with glee?"

We might confidently expect to find some picture of the child Jesus in the class room, for Froebel urges that a child's life must be patterned after that of the child Jesus, as the life of an adult is fashioned after that of the God-man.

What a sublime example of patience have we in this great teacher! Let those who are discouraged because they do not see immediate fruits from their work take courage from the following words: "If, three hundred

years after my death, my method of education shall be completely established according to its idea, I shall rejoice in heaven." Scarce one-tenth of that time has yet elapsed. He may yet see the desire of his soul gratified, and so may many a faithful teacher gather fruit long periods hence from earnest sowing in tears and prayers.—*Mrs. W. F. Crafts, in S. S. Times.*

The Great Pyramid.

Proctor says, that the English estimate of the distance of the sun now stands at 92,800,000 miles. In France, M. Puiseux, at great pains and expense, observed and calculated for himself, and has reached results in which he has great confidence, putting down the mean distance of the sun from the earth at 91,840,270 miles.

Now from the Pyramid, representing the vertical height of their edifice as the radius of the earth's mean orbit around the sun, the indications are plain and emphatic how to count it. On the foundation of each ten, the corners of the Great Pyramid retreat inward in construction, there is a vertical rise of nine. It is so built that nine of its most characteristic parts (four sides and five corners) are covered by the sun's ray at noon, leaving no shadow. Its main chamber is roofed with exactly nine great granite blocks, and its grand gallery with four times nine stones. Its clear sunward pointing and count is therefore emphatically *ten nines* of its vertical height. And the marvel is this, that its original altitude multiplied by ten, or ten hundred million times its own highest sunwardness, 91,480,000 miles, is its registration of the mean distance of the sun from the earth. Thus, more than 4000 years ago, these venerable architects put down the figures of the sun distance within less than 300 miles of what the best science of our day, in its latest published results, makes it!

Another very subtle and very important matter in practical astronomy, is the *Precession of the Equinoxes*, or that seeming retardation of the rising and setting of all the fixed stars, by which they fall behind our equinoctial year about fifty seconds in every twelve months. It is now well enough understood, and furnishes to man a great dial-plate on which to read the exact condition of the celestial presentations, backward or forward, for 25,827 years. It was used by these old builders to record the date of their edifice.

But whilst modern science is familiar with this cycle, and uses it with great frequency and confidence, it has never yet attempted to indicate a point for the beginning or end of it. To our astronomers it is simply a grand year, with no place marked for its commencement or termination. But here the intelligence in the Great Pyramid is far in advance of anything ever reached by modern philosophers. It gives not only the length of this cycle, but indicates the point which most notably marks its grand consummation and new beginning. That point was the 21st day of September, 2,170 years before Christ. Then Alpha Draconis, the polar star of the time, was revolving close around the true polar point, and at its lower culmination looked all the way down the pyramid's long entrance passage. At the same time, the Pleiades, toward the equator, were on the same meridian above, the equinoctial point coinciding with them. The ordinary year, as the primeval peoples reckoned its beginning, and the great Precessional cycle, thus started together, with *Alcyon*, the chief of the Pleiad group, on the meridian to usher them into existence. Such a conjunction had not been, for nearly 26,000 years, and cannot be again for 25,827 years from that time. Nor is there any other conjunction in all the long period of a full precessional cycle, that presents so grand and significant a reading as that. Whatever other purposes then may have entered into the building, the Great Pyramid does most emphatically designate and memorialize that 2170th year before Christ,—a year astronomically the most notable for a beginning of the great precessional cycle since the race of man commenced!—*JOSEPH A. SIZO, D.D.—In Stoddard's Review.*

Education and Crime.

During the year 1879, 487 convicts were received at the Eastern Penitentiary of Pennsylvania. Of these, 82 had never been at school; 5 were reported to have attended a "college" for an average length of six years; 7 had attended a public high school for an average of two years, and not one was a high school graduate; 12 had been at private schools exclusively; 390 had entered public schools, only 169 advancing to the grammar grade

their average term of schooling being about five years. The same results appeared from an examination of all convicts sentenced to jails and workhouses in Pennsylvania for 1879. Of the 2,307 persons sentenced during the year, only 13 are said to have possessed a superior education, and it is doubtful if there was a graduate of either a high school or college among them. Of 571 convicts at the Western Penitentiary of Pennsylvania, only 3 are set down as possessing a "superior education."

Not one convict, of native American birth, in five hundred is a graduate of a high school or college. One sixth of the crime in Pennsylvania is committed by the one thirtieth part of its population which is wholly illiterate. Besides this, there is a numerous class of convicts who can barely read and write, but make no vital use of school education. This crowd, added to the former, makes a third of the criminal class practically illiterate; the proportion of criminals of this class being ten times as great as among those who have been instructed in the elements of a common school education. In New York, a person not able to read and write is six times as apt to commit crime as one who can read and write. In Massachusetts, 1 in 20 of the illiterate are criminals, and only 1 in 126 of the more or less educated. In Illinois, 1 of every 13 of the illiterate is in prison, and only 1 to 566 of the more or less educated. In European States this disparity is even more startling.

A very interesting branch of this inquiry shows the result of education in various children's reformatories of the country. It is claimed by the most reliable authorities that from 68 to 75 per cent of the children sentenced to these institutions are saved, even in the great, wicked cities of the East; while the State public school of Michigan declares that its failures do not exceed 5 per cent. Mr. Charles L. Brace asserts that not more than three children in a thousand leave the schools of the Children's Aid Society of New York to become paupers and criminals. Of the twelve thousand children admitted into the soldiers' orphan schools of Pennsylvania, at least ninety per cent have become useful men and women.—*N. E. Journal of Education.*

Qualifications of a Teacher.

The idea that any one can be successful, provided he has been over a certain course in school, is slowly dying out. Peculiar aptitudes and peculiar training are required, and high positions are given to those who show their capacity in lower.

When one has by patient care prepared himself fully for the duties of the station, and has shown himself qualified to conduct a school or a department, we believe it will be found conducive to the best interest of the work to give him large liberty of action. His special training ought to make him better prepared to decide questions of management than friends who have had no such experience. Young teachers are wisely restrained by the immediate supervising care of committees; and all are encouraged by their interest, their advice, and their instruction in general matters. But having found a reliable man, to whom the work of the schools is to be entrusted, it is poor policy to hamper him by restrictions in small details. His ways are the best for him, and to cause him to adapt them to the ideas of an outside body is frequently to interfere sadly with his success. It is too often like a "gentleman farmer" instructing his laborer how to swing a scythe, or his carpenter how to drive a nail.

This leads us directly to the necessity of strong personality and enthusiasm on behalf of the teacher. Every intelligent observer must have noticed how much, after all, depends upon the individual. Fine houses, expensive surroundings, many books, much apparatus, may all be good, but they do not insure success. The soul of the school is the teacher. His must be the steady flame at which other torches can be lighted. If he is careless and indifferent, the scholars will be like him. If he is noisy in his work, they will insensibly become so. If he is energetic and painstaking, they will imitate his methods.

A good, live teacher will do much toward overcoming the difficulties which surround him. It is mind, after all which is both the means and measure of success. These are true teachers in some of our schools, with limited appliances, producing excellent results, there are others whose every want is supplied, producing inferior results. Considered purely as an investment, there is nothing yields surer returns than a conscientious teacher with a talent for his special work.—*The Student.*

FOR THE SCHOLARS.

The Children in Japan.

The Japanese young folks are as bright and merry as the children of other climes. The girls play battle-door and shuttlecock, and the boys fly kites and spin tops. The girls are usually dressed in the prettiest robes and bright-colored girdles; their faces are powdered with a little rice flour, their lips are tinted crimson, and their hair is done up in a most extraordinary fashion. They play in the open street, sometimes forming a circle of a half-a-dozen or more, and sending the flying shuttlecock from one to the other. They are very skillful, and rarely miss a stroke.

The boys have wonderful kites, of tough paper pasted on light bamboo frames, and decorated with dragons, warriors, and storm hobgoblins. Across the top of the kite is stretched a thin ribbon of whalebone, which vibrates in the wind, making a peculiar humming sound. Sometimes the boys put glue on their kite strings, near the top, and dip the strings into pounded glass. Then they fight with their kites, which they place in proper positions, and attempt to saw each others strings with the pounded glass. When a string is severed, a kite falls and is claimed by the victor. The boys also run races on long stilts; at other times they have wrestling matches, in which little six year old youngsters toss and tumble one another to the ground. They are always good-natured, and never allow themselves to get angry.

On the fifth day of the fifth month the boys have their "Feast of Flags." They celebrate the day very peaceably, with games and toys. They have sets of figures, representing soldiers, heroes, and celebrated warriors; with flags, processions and tournaments. Outside the house a bamboo pole is erected by the gate, from the top of which a large paper fish is suspended. The fish is sometimes six feet long, and is hollow. When there is a breeze, it fills with wind, and its tail and fins flap in the air as though it were trying to swim away. The fish is intended to show that there are boys in the family. It is the carp, which is found in Japanese waters, and swims against the stream, and leaps over waterfalls. The boys must, therefore, learn from the fish to persevere against difficulties, and surmount every obstacle in life. When hundreds of these huge fish are seen swimming in the breeze, it presents a very curious appearance.

The girls have their "Feast of Dolls" on the third day of the third month. During the week preceding the holiday, the shops of Tokio are filled with dolls and richly dressed figures. This is a great gala day for the girls. They bring out all their dolls and gorgeously dressed images, which are quite numerous in respectable families, having been kept from one generation to another. The images range from a few inches to a foot in height, and represent court nobles and ladies, with the Mikado and his household, in full costume. They are all arranged on shelves, with many other beautiful toys, and the girls present offerings of rice, fruit, and wine, and mimic all the routine of court-life.

In the streets may be seen a group of children gathered around a story-teller, listening with widening eyes and breathless attention, to the ghost story or startling romance which is narrating. The story-teller shouts and stamps on his elevated platform to secure attention, until just as the most thrilling part of his story is reached; then he suddenly stops and takes up a collection! He refuses to go on, unless the number of pennies received is sufficient to encourage the continuation of the story.

Street theatricals can also be seen, and traveling shows with monkeys, bears and tumbling gymnasts, who greatly amuse the children. Sugar-candy and various kinds of sweetmeats are sold by peddlers, who are eagerly sought after by the little folks. Sometimes a man carries small kitchen utensils on the end of a pole, and serves out tiny griddle cakes to the children, who watch him cook the cakes, and smack their lips in anticipation of the feast.

Paul Revere.

Paul Revere was a patriot who served his country in the Revolution. At the age of twenty-one he served in the campaign of Lake George as a lieutenant of the artillery in the Colonial army. He devoted himself to peaceful pursuits, becoming a goldsmith, and later a copper-plate engraver, one of the four then living in the colonies. He produced prints illustrative of the repeal of the Stamp Act, of the Boston massacre, and of the landing of the British troops at Boston; as well as had charge

of the engraving of the plates, and other work attending the issue of paper money ordered by the Provincial Congress of Massachusetts. Revere was also a member of the famous "tea party." He was such a dauntless spirit that he was sent to New York and Philadelphia to carry the news of what had been done at Boston in the tea trouble, and again went on a mission to those cities to secure their sympathy when the decree for closing the port of Boston reached the birthplace of freedom, the cradle of liberty. But that for which he is best known is his famous midnight ride, told in thrilling lines by Longfellow. General Gage prepared an expedition to destroy the military stores of the devoted patriots at Concord. General Warren, on behalf of the Americans, anticipated this movement, and at 10 o'clock on the night of April 18th, 1775, dispatched Revere to warn their friends of the danger. Revere rowed across the Charles River, where a horse was in readiness. Then he waited until he saw the signals in the belfry-tower of the Old North Church, that had been agreed upon, and which revealed the route of the British force. Then he rode away towards Concord, rousing the people as he went.

"Through the gloom and the light
The fate of a Nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat."

Revere was subsequently taken prisoner, but was soon released, and became a Lieutenant Colonel in the State forces, and participated in the Penobscot expedition in 1779. After the war for independence he built several foundries and copper works. In 1871 the town of North Chelsea took the name in his honor.

E Plurebus Unum.

"From many, one," is the literal translation. But what is the meaning? By most persons it is taken in the sense of "One composed of many," "One made up from many." The Union is one government formed by joining many States; as a bouquet is made by combining many blossoms; as a cable is formed by twisting many strands. More than a hundred years ago, and for half a century before we were a nation, *E Plurebus Unum* or *E Plurebus Una* was used as a motto of well-known English magazines. A magazine was a novel form of publication in those days; and the sense of the motto evidently was, "Here is a new sort of book, formed by combining many articles; written by a union of many writers." From the title-page of a popular magazine this thought won its way into the minds of the colonists, and ripened there at the season when a national motto was desired.

Mr. H. C. Adams suggests the meaning, "One out of many;" as men call a skillful housekeeper "one of a thousand." Ours is the nation, ours the government of our preference, out of all which the round world bears. He has found, as far back as Virgil, the phrase, "color est e pluribus unus." Horace and Juvenal put questions like this: What is the benefit of extracting only one thorn out of many?—e pluribus unum? If our Revolutionary fathers searched the classics for the motto, they may have chosen the phrase in this sense. There is some corroboration of this view in the fact that the legends *Unum E Pluribus* and *E Pluribus Unum* are found on copper coins struck by some of the States before the days of the Constitution and national coinage. It is not easy to see why a single State should adopt the phrase in the sense of one composed of many. It was first used on national coins in 1796, 1797 and 1798. Yet Haydn says it was adopted as a national motto in 1783. But, enjoying national prosperity under a Union which steadily gains strength and cohesion, our people can rejoice in the motto, reading it in either sense.

Chemistry.

There is no subject more interesting for boys and girls than chemistry. What for girls? Yes. I am sure a real girl is just like a real boy as to her desire for knowledge. Now, what is chemistry about? Why chemistry explains about bread-making, wine-making, leather-making, etc. In fact, all of the manufactures have to deal with chemistry. If one of the COMPANION boys or girls could tell how to take out of cocoa-nut oil the peculiar smell it has, he could make a fortune. So you see chemistry is worth something.

Now, I want to ask you a question or two. Which will burn easiest, wood or lead? "Pshaw!" says the reader, "why, lead won't burn at all." Not so fast. Let me show you an experiment.

I can show you that lead will take fire by mere exposure to the air, whereas wood will do nothing of the

sort. What will you say to that? Provide about an ounce of acetate of lead, and dissolve it in distilled water. Remember it is a poison. Put it in an empty fruit jar. You will next want some tartaric acid; dissolve this and put it in an empty fruit jar. Label these bottles once for all. Paste is better than gum for attaching the labels, gum being apt to scale off. Write with India ink. Good, so far.

Having dissolved your sugar of lead, you are next to add to it a solution of tartaric acid in small successive portions, until a certain white powder ceases to fall down, or, in chemical language, is precipitated. We have now arrived at the point we aimed at. Our operation of adding the two solutions together may stop. This is tartrate of lead.

Wait, therefore, until the bulk has fallen to the bottom of the dish, then slant the dish and pour off as much of the water as you may deem safe; then pour in distilled water, let it settle, and pour off again and again until it is well washed; then deposit the dish in a warm place, dry the precipitate. Next put it when dry in a small stout glass tube and heat it red hot. When roasted enough, as proved by cessation of smoke issuing from the orifice, we melt the end of the neck by the blowpipe, and seal the black mass produced by roasting the tartrate, and allow the sealed tube to get cold. We are now at the end of our labors. The black mass is a mixture of finely-divided lead with finely-divided charcoal—the two elements alone remaining after tartrate of lead has been roasted at a red heat. If the tube containing this black product have its small end broken off, and if its black contents be then shaken out loose into the air, a shower of sparks results. The lead will have ignited without touch of fire and will have ignited the charcoal. Thus I have demonstrated that lead in minute chemical division is more combustible than wood.

Uncle Philip's Budget.

GLUCOSE.—This is much talked of at present. It is used in confectionary, to make beer, to adulterate sugar, etc. It is a kind of sugar and may be in a liquid form like molasses, or in a shape like brown or white sugar. The common name for it is grape sugar; the sugar we use is cane sugar. This grape sugar may be seen on raisins—or in honey when it "candies"—it is a white substance. Glucose is daily increasing in importance. It is made as follows.

Corn, potatoes are made into starch, then dilute sulphuric acid is poured on it, then it is boiled, then lime or chalk is put in to neutralize the acid. It is then evaporated till it is a syrup, or solid as may be desired. A million pounds are made per day.

WARTS.—These are sometimes very troublesome, but they can be easily cured. Rub them several times a day with kerosene oil. If the surface is hard and dry put on hot water and soap to render it soft, then apply the oil.

LARGE TELESCOPE.—The largest telescope has been that in Washington, the glass being 36 inches in diameter. But Howard Grubb, of Dublin, Ireland, has just made one for the Austrian Government of 27 inches in diameter. The tube is 33-1-3 feet long and is of steel plates. Through it the little stars will look as bright as the planets.

FAST TELEGRAPHING.—There is an electrical exhibition in progress in Paris. A machine is shown that will telegraph 1,300 words per minute.

GRAVE OF BRADDOCK.—In 1755, Gen. Braddock was defeated by the Indians in the wilderness. You have all read how he would not listen to Washington, but marched his men along in the woods with drums beating and colors flying. Braddock was killed and buried. His grave is a few miles east of Uniontown, Pa.; there is no monument to mark the spot.

KOUMISS.—President Garfield has been fed during his illness with koumiss. This drink was invented by the Tartars; they use mare's milk and manufacture in this way. Dilute the milk with one sixth of water; add one eighth of very sour milk or old koumiss; cover the vessel and let it have a moderate temperature; in twenty-four hours churn it well; in twenty-four hours more churn it again; it is now ready for use. It is a sort of wine. Some of the tribes simply fill in new milk into the koumiss every day. Koumiss is made in this country by putting in a tablespoonful of sugar and the same of brewer's yeast.

HORSFORD'S ACID PHOSPHATE
IN NERVOUS DISEASES.

W. A. HAMMOND, M. D., late Surgeon General U. S. Army, said, that under the use of arsenic and Horsford's Acid Phosphate, a young lady recovered her reason, who had been rendered insane by a dream.

BOOK DEPARTMENT.

NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

POINTS OF HISTORY, for schools and colleges, by Dr. John Lord. New York: A. S. Barnes & Co.

This volume consists of nearly two thousand questions concerning important men and matters, and to these clear answers are given. Greek, Roman and Middle Age History, Modern History, French and American History are thus glanced at. The volume was evidently prepared by one who has surveyed history with much care. The "points" he selects are important ones. Dates are very rarely alluded to, the author looks at the movement, the act, as the important thing. It will be of decided aid to either a pupil or a teacher. After a reading of Greek history such questions would be most serviceable. The questions on American history refer to leading events. "What was the Koszta affair?" "What political event in 1854?" These show the character of the questions; they are quite searching and well put.

THE INDUCTIVE ALGEBRA, by William J. Milne, LL.D. Embracing a complete course for Schools and Academies. Cincinnati: Jones Brothers & Co.

Professor Milne is the principal of the Normal school at Geneseo, N. Y., and is the author of several works on arithmetic that have been very popular. In this work he has followed the same plan that he adopted in his arithmetic. He has presented the subject in a manner that is simple and attractive, rendering the transition from arithmetic to algebra easy and natural. The student is led by easy steps to comprehend the principles of mathematical science. The mode of presenting the subject will be of great assistance in interesting the student.

The first words introduce a problem in which the relations of members are to be investigated. The solution that is given shows the relation of the numbers; having done this, the letter X is employed and thus the use of the equation is exemplified. This is followed by various examples, all of which are well devised for the purpose of showing the abstract relations of numbers. Addition is introduced by exercises, first things are added, then A's, then B's, etc. Subtraction is taught in a simple manner.

A careful examination of this work leads us to the belief that its new features—of which it has many—are all good ones, and we heartily commend the volume to all teachers.

THE NATIONAL ARITHMETIC. By Joseph Fieldin, Ph.D. New York: A. S. Barnes & Co.

This volume is by a gentleman well calculated to prepare a good text-book. He has presented the subject in both the oral and written form. This is just for they supplement each other, the principles being the same in each. The form, however, exhibits the principle because small numbers are chosen. The volume embraces two books; the "Practical and the Advanced" and contain nearly 400 pages, but each can be had separately. The logical arrangement is excellent, the printing and binding superior and the general tone of the book inviting. The publishers have spared no pains to make a valuable text-book.

THE NEW TESTAMENT. Revised version. I. K. Funk & Co., New York. This is the version authorized by the American committee of Revision. It is neatly printed.

PRACTICAL LESSONS IN IDIOMATIC FRENCH. By Alfred Henequin. New York: D. Appleton & Co.

This work consists of fifty practical lessons which are intended to facilitate the acquirement of the principal ideas of the French language. Each lesson has two important idiomatic verbs or sentences; these are analysed and then ten idiomatic expressions found from these words are given. So that 600 French ideas are really given in the 50 lessons. This volume will be found very serviceable with any grammar or work. It has a wonderful amount of aid, such as an earnest teacher bestows on his pupils. We heartily commend this volume as one most practical and helpful. It will greatly aid the student.

APPLETON'S READERS. Nos. 1, 2, 3, 4, and 5. New York: D. Appleton & Co.

These Readers have been before the public for sometime and the teachers are greatly pleased with them. They teach reading of themselves—that is a point worth thinking of. They aid the teacher to teach; in this respect they are well planned. The selections embrace the best gems of literature from leading authors; beginning with simple stories in the First Reader, they go on up to extracts from the best authors. It is another feature that they help the child to spell; he sees the words in the reading lesson and studies on it, and then he is able to spell it. This feature is a good one; so that the expression, "An admirable series," is well deserved.

THE AMERICAN JUVENILE SPEAKER AND SONGSTER. By C. A. Fyke. Cincinnati: F. W. Helmick.

This has forty pages of day-school songs, written by some of the best and most popular song writers in this country. A few of the songs have been adapted to old and familiar melodies, so that teachers will find songs with which they are familiar on first introducing the book. The second department contains a large number of juvenile declamations, which have been selected with great care, and with a view to please as well as to instruct. Teachers will find in this department what they have often wanted, namely, choice selections of poetry for afternoon exercises and for entertainments. The third department is designed to furnish the teacher with short paragraphs and poetical quotations containing choice thoughts for memorizing. Department fourth contains a fine selection of dialogues for all grades. These selections seem to possess highly entertaining features.

POPULAR SCIENCE READER. By James Montieth. New York: A. S. Barnes & Co.

This volume contains lessons and selections in Natural Philosophy, Botany and Natural History. The subjects presented are of a familiar kind and deserve the attention of the teacher, though it must be confessed they do not often get it. The world we live in, the wind, the mists, the ocean, the whales, the tempests, the storms, the snow, the rivers, the waterfalls,—these are described in the language of the poets oftentimes. The lighthouses, the windmills, canals, bridges, balloons, mines, animals, etc., these are well explained in clear language and illustrated with good engravings. Altogether the volume is one that well deserves a place in the school. It will lift its readers upward.

THE STORY OF THE ENGLISH JACOBINS. By Edward Smith. New York and London: Cassell, Petter, Galpin & Co.

This is one of Cassell's popular library. It is well printed and in paper is sold for 25 cents.

ELEMENTS OF ALGEBRA. By G. A. Wentworth. Boston: Ginn & Heath.

This is a well-written book. The definitions are clear and exact. There have been many examples prepared suited for the school-room. It is prepared for a year's study of the subject. The author is professor of mathematics in Phillips Exeter Academy, and the book evinces the hand of the trained teacher. It is a book that will please any lover of mathematics.

APPLETON'S STANDARD SYSTEM OF PENMANSHIP. New York: D. Appleton & Co.

The leading features of this system are: Writing is made the expression of thought. These books represent new ideas in education. The basis of the system is the idea that writing is the expression of thought and not alone a mechanical art. Instead of the tedious drill on pot-hooks and letters, word building is begun at the outset. The stimulus of thinking makes the exercise a pleasure instead of a fatiguing labor. This is also a movement drill, to give freedom of movement by systematic exercises. Each page is ruled in columns of gradually increasing width, thus giving gradually increasing scope of the forearm across the page.

The child is taught to have a model of the entire letter in his mind, and to produce that form as a starting-point. This accomplishes the desired object. This system, thus dealing with whole letters, words and sentences, rapidly advances the pupil by steps that are natural, progressive, graded, clear, and attractive.

THE DICTIONARY OF EDUCATION AND INSTRUCTION, by Henry Kiddle and A. J. Schem. New York: E. Steiger & Co.

This volume is based on the Cyclopaedia of Education, and is planned to be a valuable reference book on the theory and practice of teaching. The book while smaller than the Cyclopaedia has all the valuable structure of that noble volume. It is in a compact form, a storehouse of information pertaining to education. Its design is comprehensive, and it deals with its subjects in a comprehensive way. Probably no work of its size contains so much information on the subject of education, arranged in such a scholarly way. Information not accessible in any other way is here found ready and available. The condensation and abridgement have been skillfully performed, and hence the manual will undoubtedly have a large sale, and this the enterprising publisher deserves.

It was an excellent idea to prepare an abridgement; for it is cheap enough to be owned by every teacher, and it really has all the good things in the work from which it has been abridged.

APPLETON'S ELEMENTARY READING CHARTS. New York: D. Appleton & Co.

This great publishing house has put forth a set of beautiful reading charts that are declared to be very popular. The Charts are so attractive in their appearance, and provide such a variety of excellent material for the instruction of primary classes, that they will be a delight and a profit to both teacher and pupil. A new device for suspending Charts is a feature of the series, and will do away with the inconvenience schools suffer that have no apparatus. They are well calculated to abridge the work of the teacher.

OLNEY'S COMPLETE ALGEBRA. By Edward Olney. New York: Sheldon & Co.

This is a new edition of a very popular school book. It is a treatise well planned to lay the foundation for a good mathematical education. It must be confessed that

algebra is a powerful means of training the mind. A thorough mastering of the elements is one of the most valuable acquisitions. The present volume differs in many material points from the old edition. Prof. Olney looks at mathematics as a means of training the reasoning powers; it is a pity that this is not believed by all mathematical teachers, merely doing an example or problem he deems of slight value. The book comes from this standpoint, and it is the right one. Handsomely printed, it will meet with favor.

FIRST LESSONS IN GREEK. By William S. Scarborough, A. M. A. S. Barnes & Co.: New York and Chicago.

This volume is a well arranged elementary text-book. The matter is simplified and rearranged so that students can use it to good advantage. It is a clear and concise statement of the rudimentary forms of the language. It is well printed and well bound, and will be an acceptable text-book. The features in it likely to attract the eye of a teacher are the very practical character of the exercises and the gradation of them to suit the progress of the pupil.

AN ELEMENTARY TREATISE ON MENSURATION. By George Bruce Halsted. Boston: Ginn & Heath.

This book is dedicated to J. J. Sylvester, "in token of the inestimable benefit derived from two years' work with him." That we hold it most creditable in the author. It is an excellent treatise on the subject, compact and yet exhaustive.

OTHELLO, introduction and notes by Rev. H. N. Hudson. Boston: Ginn & Heath.

This is another of the admirably printed and annotated volumes issued by this firm for literary purposes.

LIGHT AND LIFE. By R. M. McIntosh. Boston: O. Ditson & Co.

This Singing book is edited by one favorably known as an author and editor. There are many choice old tunes, and there are many new and beautiful pieces added. It will be a favorite in the Sunday school we do not doubt.

THE NEW TESTAMENT, with the reading and rendering preferred by the American Committee of Revision, incorporated into the text by Roswell D. Hitchcock, D. D. New York: Fords, Howard & Hulbert.

This is a finely printed volume, and has all the results of the labor of the whole International Committee.

CONSECRATED. By Ernest Gilmore. New York: National Temperance Society and Publication House.

This book is designed for home or Sabbath school, and includes most valuable lessons. The subjects that will be discussed again and again, Christianity, Friendship, Worldly Amusements, Broken Promises, Marriage, Death are here presented in a clear and vivid manner.

MAGAZINES.

The *North American Review* for September opens with a profoundly philosophical article on "The Church, the State and the School," by Prof. William T. Harris. M. J. Savage treats of "Natural Ethics," showing that the principles of morality are rooted in man's nature, and are the products of evolution; consequently, that they are not affected by the vicissitudes of dogmas or religious creeds. The Hon. John A. Kasson gives a history of the "Monroe Declaration." The Rev. Edward Everett Hale writes of the Taxation of Church Property. He would have all the churches taxed, but would exempt those which by their charitable work help to lighten the public burdens.

The other articles are "Jewish Ostracism in America," by Nina Morais; "The Decay of New England Thought," by the Rev. Julius H. Ward; "Ghost Seeing," by Prof. F. H. Hedge; and "Factitious History," by Rositer Johnson.

The Sanitarian for September contains the "Progress of Sanitary Protection at Newport" by Dr. H. R. Storer; "The Results of Attempting to check the Small-pox in Chicago," by Dr. O. C. DeWolf, Health Commissioner; "The Value of Revaccination" is well illustrated; "The Contagious Diseases Act of Great Britain," by J. Birbeck Nevins, M.D., of London, is continued; a paper on a "New Method of Experimental Investigation into the Cause of Yellow Fever upon the Basis of Similar Densities"; "The Mortality Statistics."

The July issue of the *Illustrated Scientific News* teems with interesting illustrated articles, a few of which are as follows: The Dolbear Telephone; Glass Grinding Machine; Ancient Pottery from Cyprus; Mechanical Larynx; Pleasure Car of the Days of Louis XIV.; Amateur Mechanics; the remarkable Palmyra Palm; Curious Fishes; Illustrations, explaining the bursting of Fly Wheels; a Velocipede Carriage. In addition to the numerous engravings there is a large number of interesting, useful and practical papers, relating to various departments of popular science. This is one of the most elegantly printed and valuable periodicals.

GENERAL NOTES.

The list of new School Books presented by A. S. Barnes & Co. well deserves careful attention. There is not a volume that is not intrinsically valuable. The Supplementary Readers have been carefully reviewed in these pages. The Brief History Book, Popular Drawing, Popular Science Reader and Points in History will be valuable to be owned by a teacher, whether used by pupils or not. The one feature in them is—they will help a teacher to teach. No one can now publish a poor text-book and expect it to go; especially does the firm of the Messrs. Barnes strive to put out valuable books. Note their advertisement.

The Bookseller says: Cassell, Petter, Galpin & Co. have this year a prettier line than ever, and the volumes offered are so many in number that a bookstore might be very well stocked with Juveniles without going further. A very unique book is entitled "The Three Wise Old Couples." It is a comical poem, with laugh-provoking illustrations by Hopkins. "The Little Folks' Illuminating Book" is a new volume in the series of Painting Books, containing bordered Scripture Texts in plain outline and in colors. The new volume of "Little Folks" has a more attractive cover than ever. A new book by the author of "Three Brown Boys" tells of their sister "Hazlenut." The "Favorite Album" is prettily illustrated by Ernest Griset and others; and "Familiar Friends" of last year, but good enough for many seasons, is put in handsome boards, making an elegant book, both as to cover and contents. Of the little quartos made here, perhaps the prettiest are "The Rainbow," "Sunny Days," and "Children's Happy Hours." A new book by Joanna H. Mathews has been illustrated and put in neat, tasteful covers, and many will select it as the most attractive in the entire list. The "Little Folks, Album of Music," made in England, is a quarto volume of rhymes and jingles set to music and accompanied by illustrations. "Bible Pictures and Stories" has illustrations of an excellence seldom seen in books for children. One of the notable books of

the year will be "Old Proverbs with New Faces," illustrated by Lucy Lawson, who is considered in London as a most successful rival of Kate Greenaway.

The Century Company—formerly Scribner & Co., will vacate its old quarters in Broadway over Charles Scribner's Sons, early in September. It has taken a ten years' lease of the fifth floor of the handsome new building on the north side of Union Square. This space at its command is in the form of an L, with the base on Eighteenth street, and is equal, altogether, to a space nearly one hundred feet wide by two hundred feet long. Three steam elevators, front and rear, bring these high quarters in easy communication with the pavement. The publication offices will overlook Union Square. Adjoining them will be the reception rooms. The editorial rooms of Scribner's Monthly and St. Nicholas will be in the angle of the L. The art rooms will overlook Eighteenth street, and a long, wide corridor running the entire length of the floor will give wall-space on which can be shown the pick of the company's accumulating art treasures. Mr. John La Farge and his corps of artists and assistants in his new business of colored glass decoration, occupy the top floor of the building.—*New York Tribune*.

"WISDOM'S WAYS." The National Temperance Society has just published an excellent concert exercise, "Wisdom's Ways," by Hope Hazel. Composed of Scripture responsive texts and well-selected recitations, it is especially adapted for Sunday-schools, Bands of Hope, and juvenile temperance and religious organizations. It is deserving of a wide circulation, and those desirous of giving such an exercise would do well to send for a copy for examination.

The September *Wide Awake* is noticeable for a generous supplement of thirty-three pages, giving the conclusion of Geo. MacDonald's story, "Warlock o' Glenwarlock," which was purchased in England by Messrs D. Lothrop & Co., who will immediately issue it in book form.

AN IGNORANT TEACHER.—A correspondent asks: Ought not teachers in public and other schools to have a commonplace knowledge of chemistry? I read in a recent paper of a female teacher in a Pennsylvania school who put wood ashes in the mouth of a child, six years of age, to punish him, as she said, for telling a lie. Can a person be regarded as competent to teach who does not know the common fact, familiar to an Alabama negro, that ashes and water will form caustic lye? The child's mouth, lips, and throat were fearfully excoriated. Comment is unnecessary. I believe that the education of our children in the physical sciences should be commenced with plain, cheap apparatus and simple, attractive experiments at an early age. Useful knowledge thus inculcated is not forgotten.

In bad seasons honey is apt to be poisonous. This arises from the fact that in such seasons the bees are often obliged to gather it from poisonous flowers. Great care should be taken to remove all poisonous plants from the neighborhood of hives. A specimen of honey from Trebizond, gathered from the *rhododendron ponticum*, which is common in that neighborhood, was sent in 1834, by Mr. Keith E. Abbott, to the Zoological Society of London, and in 1859 it still retained its poisonous qualities. In 1790 a great many people in Philadelphia died from eating honey gathered from the flowers of the *kalmia latifolia*. In good seasons the bees avoid poisonous plants.

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In view of the fact that so many young men cannot take lessons in person, a teacher asks whether it would not be as practicable for our agricultural schools to arrange a home course of study, prescribe the reading (and even supply books on facile terms, and provide for references to senior students when corrections or elucidations are wanted?) Also to provide for local examinations by members of the college faculty (at which some of the illustrative apparatus, so useful to the hall students, might be exhibited to the home learners, who have only book illustrations.)

Such opportunities are now largely supplied by many colleges, more specially literary; and home students, uninterrupted and undiverted from their line of study, are often found to excel those with wider opportunities. The same writer laments the want of thorough teaching of the elementary branches, and of early obedience to regulation (leading to future habits of obedience to law,) and of that discipline of mind and manners which fits good citizenship and wise action, when, with the right to vote, the reins of public rule fall into the quondam schoolboy's hands. The question of giving full, and even fullest, attention to the elementary course of instruction is much agitated in Europe.

The proposition to allow the teachers in the lower grades to give lessons beyond the limit of their standard has brought out the fact that the 20,000 teachers do not make one good reader each, only about 19,000 pupils having passed examinations satisfactorily in the elements. Lord Sherbrooke (Mr. Lowe), suffering from weak eyesight, had a series of boys from the sixth standard (which with the age of thirteen is the limit of obligatory education) to read for him, but did not find one of that grade who could read properly or agreeably, or who was not staggered by three-syllabled words. Evidently old Ovid's advice, to "look well to the beginnings," is good yet, even for our advanced days and ways.—N. Y. Tribune.

HARVARD "Annex" girls, who passed the entrance examinations, (identical with the freshman examinations for Harvard) number 42. Ten of them take the course pursued by the classes in college, excepting chemistry, for which there is wanting laboratory accommodations. They are taught by seven professors, four assistant professors, and twelve instructors—all of the Harvard corps.

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We call attention to Cowgill's Monthly Report cards, advertised in another column. Something of the kind is needed in every school to interest the parents in the work of their children at school, and for keeping a record of the scholar's standing in studies and deportment. Write to him for samples.

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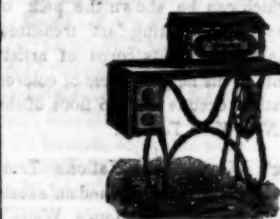
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The prize designs for *Wide Awake* and other publications of D. Lothrop & Co., are now printing. Miss Emmet's, for the bound volume of "Babyland," is made up of two scenes and a little medallion, grouped with conventionalized flowers in such a way as to form a very original whole. At the top, on a ground of dull blue-green is a band of children so arranged as to have almost a processional effect, although they are really playing about a hammock, in which one of their number lies; at the foot smaller children—veritable babies—sprawl and frolic, or gravely and solemnly devoted themselves to their porringers, and the softest of baby eyes look from under the arched brows of the face in the medallion. The coloring is very refined, and so unlike anything which has ever been put upon the cover of an American book before that it is rather remarkable. Another cover by Miss Emmet is intended for the *Wide Awake Pleasure Book*, and represents a young girl in a mob cap and short waisted gown, apparently arrayed for some rustic merry-making. The brightest color in this is the pale blue in maiden's stockings. Miss Humphrey, who won the prize for the *Wide Awake* cover, indulged herself in stronger hues, and flung a few peacock feathers diagonally across the page beneath the picture of the bright faced girl who is leaning on one arm and looking straight into one's face. Miss Emmet's young sister—one of the unsuccessful competitors for the prize—has made a design for the cover of "Outline Pictures for Little Paint Brushes;" C. H. Barnes has executed one in rather gay coloring for the "Little Folks' Reader, and Alfred Kappes has exhausted all possible quips and puns about cats on a Japanese cover, which, with its cats tails and pussy willow and clinging kittens, is meant for "The Cats' Arabian Nights," by Mrs. A. M. Diaz.

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